

**SIG Form 1—Application Cover Sheet**

**School Improvement Grant (SIG)  
Application for Funding**

**APPLICATION RECEIPT DEADLINE  
July 2, 2010, 4 p.m.**


Submit to:  
California Department of Education  
District and School Improvement Division  
Regional Coordination and Support Office  
1430 N Street, Suite 6208  
Sacramento, CA 95814

**NOTE:** Please print or type all information.

<b>County Name:</b> San Diego		<b>County/District Code:</b> 37-68338-0109033
<b>Local Educational Agency (LEA) Name</b> King-Chavez Arts Academy		<b>LEA NCES Number:</b> 063432011390
<b>LEA Address</b> 415 31st St.		<b>Total Grant Amount Requested</b> \$3,994,975
<b>City</b> San Diego		<b>Zip Code</b> 92102
<b>Name of Primary Grant Coordinator</b> David Wilson		<b>Grant Coordinator Title</b> Development Director
<b>Telephone Number</b> 619-395-6780	<b>Fax Number</b> 619-468-3728	<b>E-mail Address</b> dwilson@kingchavez.net
<b>CERTIFICATION/ASSURANCE SECTION:</b> As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding.  I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.		
<b>Printed Name of Superintendent or Designee</b> Tim Wolf		<b>Telephone Number</b> 619-962-6499
<b>Superintendent or Designee Signature</b> 		<b>Date</b> 8/30/2010

### **Assurance of Fulfillment of Program Requirements with Reduced Grant Award**


I hereby certify that the agency identified below will fully and effectively implement all elements of its approved 2009–10 School Improvement Grant (SIG) plan, including all required elements of the selected intervention model at each SIG funded school, as defined by applicable federal statutes and described in our agency's revised SIG application. The reduction in 2009–10 SIG funding from the amount initially requested by our agency will not interfere with our ability to fulfill all required elements of the selected intervention model(s) for our SIG-funded school(s).

Agency Name:	King-Chavez Arts Academy
Name of Authorized Executive:	Tim Wolf
Title of Authorized Executive:	CEO
Signature of Authorized Executive:	 CEO
Date:	8/30/10


**Collaborative Signatures:** The SIG program is to be designed, implemented, and sustained through a collaborative organizational structure that may include students, parents, representatives of participating LEAs and school sites, the local governing board, and private and/or public external technical assistance and support providers. Each member should indicate whether they support the intent of this application.

[illegible]

**School District Approval:** The LEA Superintendent must be in agreement with the intent of this application.

CDS Code	School District Name	Printed Name of Superintendent	Signature of Superintendent
37-68338-0109033	King-Chavez Arts Academy	Tim Wolf	
<b>CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY</b>			

Applicant must agree to follow all fiscal reporting and auditing standards required by the SIG application, federal and state funding, legal, and legislative mandates.

<b>LEA Name:</b>	King-Chavez Arts Academy
<b>Authorized Executive:</b>	Tim Wolf, CEO
<b>Signature of Authorized Executive</b>	

# **King-Chavez Arts Academy School Improvement Grant Narrative Response**

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## **HISTORY, BACKGROUND, AND CONTENT**

King-Chavez Public Schools (Home Office) is an independent 501(c)(3) non-profit charter school network operator (CNO) as defined by the California Department of Education (CDE). The King-Chavez schools' mission is simple: "We seek excellence in Academics, Arts, and Athletics from the foundation of love." King-Chavez is committed to promoting social justice through educational reform. This is accomplished through developing and operating high-quality public charter schools. King-Chavez currently serves over 1,500 students through the operation of six charter schools encompassing grades K-12 as well as a state-funded pre-school.

In the year 2000, the original King-Chavez Academy of Excellence arose in response to community need. The local public schools were abjectly failing. In the shadow of the Coronado Bridge, next to Chicano Park, the original school started with 75 students. By the third year, there were over 300 students, and the school was the most improved school in San Diego County, as reported by the San Diego Union Tribune and La Prensa newspapers. In addition to academic performance, the school was financially strong, the staff morale was high, and the community and parent engagement was authentic.

Through a 2005 grassroots movement, a neighboring public elementary school was restructured under No Child Left Behind into three smaller King-Chavez charter Academies. In response to community need, the King-Chavez Primary, Arts, and Athletics Academies were created. One hundred percent of the students in these Academies receive free and reduced lunches, ninety percent are Latino, and the majority of the children are classified as English Language Learners.

The principals for all three schools were developed internally at the original King-Chavez Academy of Excellence with no prior administrative experience or training. Irisbelle Rodriguez taught kindergarten and third grade at King-Chavez for seven years and was also a support provider for four years before taking the reins of the Primary Academy. Brian French, a medical doctor by training, was the PE coach prior to leading the Athletics Academy. Roxanne Rojas De Blanco was the arts teacher before becoming the principal of the Arts Academy.

The vision of the King-Chavez Arts Academy is to use the power of the arts (i.e., visual arts, theatre, dance, and music) to bring meaning to the academic curriculum. The vision calls for the development of student artists who use creative thought and inspiration to express profound messages collaboratively under the guidance of teaching artists. A strong arts education is based on the principles of: creativity, expression, respect, curiosity, and collaboration. These

principles will be embodied and manifested throughout the campus by teachers, staff, and students.

The new academies opened with an API score of 559 from the last year of the District school's operation. The Arts, Athletics, and Primary now have API scores of 657, 754 and 815 respectively. The Primary Academy has twice been recognized as a California Title 1 Distinguished School. The following table details the schools' API history over the past five years:

Academy	04-05	05-06	06-07	07-08	08-09	Growth
Arts	559	631	641	674	657	98
Athletics	559	683	710	739	754	195
Primary	559	675	751	811	815	256

Significant student achievement gains were realized by the end of 2008. However, the Arts Academy's performance lagged behind the other two schools and was reconstituted proactively and internally. The principal was assigned to another position in the organization, and a new principal was promoted from within. The new principal replaced the majority of existing teachers due to their inability or unwillingness to support the school-wide initiatives that needed to be enacted to increase student achievement. Scott Worthing was selected as Principal, and he recruited six new teachers.

Mr. Worthing was originally hired in 2005 as the PE coach at the Athletics Academy. However, it quickly became evident that he embodied a rare combination of spirit and skill, and that his role in the academy far transcended that of a PE coach. His dedication, initiative, and leadership were demonstrated in home visits, strong relationships with students and families, and his establishment of a state of the art fitness arcade. He was also instrumental in supporting the Athletics Academy Principal and the academy's API growth.

In light of Mr. Worthing's many contributions to the success of the Athletics Academy, he was selected as the Arts Academy Principal in June 2007. He had support from Dr. French, the Principal of the Athletics Academy, who agreed to serve internally as his mentor. In addition, Luci Fowers, (the 2008 Hart Vision Statewide Principal of the Year and former Director of the Albert Einstein Academy, which sustained an API score of well over 800) was retained to provide one-on-one administrative leadership support to Mr. Worthing. Dr. Pam Noli, long-time curriculum and instruction consultant to King-Chavez schools, also supported Mr. Worthing in his transition to the position of principal. During the 2009-10 school year, Douglas Harrell, a proven transformation leader, was hired as Lead Principal of all King-Chavez schools and replaced Luci Fowers as a mentor to Mr. Worthing.

In 2009, the Arts Academy received three-year interim WASC (Western Association of Schools and Colleges) accreditation. The Arts Academy also meets the renewal charter criteria detailed in San Diego Unified School District's (SDUSD) comprehensive charter school accountability system.

This grant application process is being used to make an assessment of the current state of the transformation efforts, to articulate an aligned and comprehensive Transformation Plan, and to hold the King-Chavez organization and Arts Academy accountable. Our aim to do this in a way that is consistent with the School Improvement Grant (SIG) and the following research-based King-Chavez Instructional Pillars: 1) time on task allocated and student engagement, 2) curriculum alignment and mapping, 3) data driven instruction, 4) English Language Learner (ELL) supports, 5) small group and collaborative instruction, 6) community/parent engagement, and 7) engaging, rigorous, culturally proficient, and relevant curriculum and instruction.

## **SELECTION OF INTERVENTION MODEL**

### **Process for Selecting Intervention Model**

A comprehensive analysis was performed at the school. Data was collected from multiple sources and perspectives allowing for a balance between the big picture and the practical implementation. The data was compiled, summarized, and circulated to relevant and knowledgeable stakeholders for refinement.

After seeking input from the English Language Advisory Committee (ELAC), the King-Chavez Board Members, CEO, Lead Principal, Principal, and other knowledgeable stakeholders reached unanimous agreement in support of the Transformation Model.

### **Rationale for Selecting Intervention Model**

The following rationale was used to determine which intervention model would be implemented:

#### ***School Closure Model***

The School Closure Model was not chosen based on the following reasons:

- The school has made a 98-point gain in API scores over the past five years when compared to the API of King Elementary (the SDUSD school that was reconstituted in 2005 as the three new King-Chavez Academies) in its final year of operation. The State did not take this gain in to consideration when designating the school as a “Persistently Lowest-Performing School” as the API score only followed the King-Chavez Primary Academy.
- The school has made API growth targets in two of the past three years.
- The school received three-year interim WASC (Western Association of Schools and Colleges) accreditation in 2009-2010.
- The school meets the renewal charter criteria detailed in San Diego Unified School District’s (SDUSD) comprehensive charter school accountability system.
- The school meets the charter renewal criteria detailed in California Education Code 47606.2.b.1.

- The San Diego Unified School District Charter Office has recommended that the Arts Academy charter petition be renewed.
- The school has shown a gain of 5.4% in English Language Arts proficiency rates from 2007-2009.
- The school closure option would be disruptive to the students, parents, staff, non-profit community partners, other local schools and, the community as a whole. The effects of closure would have a domino effect throughout the community. There is no community plan in place to effectively manage the negative effects of the School Closure Model.
- Many of the students attending the school have family members enrolled at the co-located Primary and Athletics Academies. Closing the school will cause these families to be separated.
- There is no community or internal support for the closure model. Closing the school will add tension and insecurity to one of San Diego's most underserved communities.
- The school is implementing transformation interventions and shows demonstrated improvement in its infrastructure and environment, which supports school transformation.

### ***Restart Model***

The School Restart Model was not chosen based on the following reasons:

- The school's teaching staff is committed, continuing to develop, and making significant progress with systemic supports provided by the Home Office.
- Through an internal proactive transformation effort prior to the 2008-2009 school year, a new principal was hired and new staff was recruited, effectively implementing the Restart Model.
- Available internal capacity is currently supporting the Arts Academy, which can be amplified and focused more deeply through the implementation of the transformation intervention model.

### ***Transformation Model***

The stakeholders involved in the improvement model selection process agreed that the best intervention model was the School Transformation Model. This model was chosen based on the agreement that the school is in need of

intensive intervention and support but is demonstrating progress in its current reform efforts as outlined below. This progress is viewed in the context of King-Chavez Public Schools' successful transformations at the co-located King-Chavez Primary and Athletics Academies. The following summarizes the rationale for selecting the Transformation Model based on the needs analysis and findings (which are detailed in the next section of this proposal) and the specific implementation plan detailed in this proposal.

### ***California Standards-Aligned Instructional Materials and Targeted Interventions***

The school standards-aligned instructional materials are not current but are CA SBE approved from the previous adoption cycle. A framework to deepen the ties between targeted interventions and data was implemented this year. Staff buy-in to organizational initiatives is high, but ongoing modeling, mentoring, and instructional support needs to be strengthened. There is a coherent and aligned plan to improve timely access to standards-aligned instructional materials and targeted interventions detailed in the Transformation Model plan.

### ***Curriculum Pacing and Appropriate Use of Instructional Time***

Curriculum pacing has been the focus of systemic professional development, and implementation has greatly improved in the past year. Teachers understand standards alignment and curriculum mapping and are using them as a foundation for instruction and a focus of their Professional Learning Communities (PLC). Time on Task through Black Board Configuration (BBC) has been implemented throughout the school. Supplemental Instruction ADA funding freezes have effectively eliminated summer school, and Saturday school. Extended day services are limited to two hours per week. The implementation of the Transformation Model plan detailed in this proposal allows the school to expand instructional time through extended day, Saturday, and summer school for all students who need this extended time.

### ***Professional Development Activities, Collaboration, and Instructional Support***

The King-Chavez Home Office is developing a systematic continuous improvement-based professional development model encompassing training, follow up support capacity, observation, and evaluation. This year, the Arts Academy implemented the Professional Learning Community (PLC) model for both teachers and the principal, and the academy received training in areas of immediate and mid-term need. These activities are all in the early stages of implementation. Professional development and instructional support capacity have been recruited and are being developed internally within King-Chavez Public Schools. The current professional development, collaboration, and

instructional support system lacks a dedicated central point of accountability and support to ensure the principal is encouraging and following through on professional development, collaboration, and support. The implementation of the Transformation Model plan calls for proven transformation leaders to organize into a Transformation Team. A full-time Education Director will lead this team and be responsible for oversight and accountability of the Team and principal. The Team will facilitate comprehensive support for the Arts Academy through mentoring, evaluation-driven differentiated professional development, access to collaborative tools, and time for development and collaboration.

### ***School's Capacity To Develop, Access, and Analyze Student Performance Data***

The Arts Academy staff is only beginning to understand and implement data-informed instructional decision-making. Other King-Chavez schools (King-Chavez High School and King-Chavez Preparatory Academy) are fully implementing robust data management systems to target intervention groups and modify instruction. Over the past year, the Arts Academy has seen promising results from the limited implementation of Data Director, which is a benchmark assessment software tool. With strong instructional leadership, support, and professional development, the schools teachers will be able to use Data Director to leverage large-scale improvements in student achievement. The implementation of the Transformation Model plan creates a comprehensive system of training, data collection, analysis, and action through education technology and fundamental professional development on the effective use of data to modify instruction in a Professional Learning Community modality.

### ***Alignment of Federal, State, and Private Fiscal Resources To Support Improved School Performance***

The school has budgetary autonomy and is accessing available state and federal funds in addition to local in-kind support through programs and partnerships. Within King-Chavez, educational support positions have been created to maximize existing internal capacity. More experienced teachers are informally mentoring new teachers. State funding deferrals and freezes are inhibiting the school's ability to offer an optimal education program. The Transformation Model plan and associated School Improvement Grant funding will supplement existing resources and allow for the strategic development of sustainable programs and support systems to implement lasting systemic reforms.

### ***Staff Effectiveness***

King-Chavez Public School has adopted a rigorous and comprehensive professional development and accountability system, and a support system for new and struggling teachers is developing. The Arts Academy staff is composed primarily of new teachers, and the principal has been at the school for less than

two school years. The staff is enthusiastic and committed to the fundamental elements of a quality instruction plan as incorporated in the Transformation Model implementation requirements. The primary need is to systemically mentor and support new staff, including the principal while concomitantly evaluating staff performance and outcomes. The Transformation Model plan provides system support and accountability as well as opportunities and interventions to ensure long-term staff effectiveness.

## **CREATING A SIGNIFICANTLY DIFFERENT INSTRUCTIONAL MODEL & SCHOOL CULTURE**

The goal of the King-Chavez Arts Academy is to offer neighborhood children an education that surpasses that which they would receive at local district schools. To realize this goal a significantly different instructional model is required, one that must be focused on the implementation of researched-based best practices that further student achievement. The school's Needs Assessment indicates that teaching staff is aware of the need for an instructional model based on data-driven instruction, effective classroom management, differentiated instruction and English Language Learner supports; however there has been a lack of formal training and accountability to support these implementations. The Transformation plan was designed to create the training and accountability systems required to ensure school staff are implementing an instructional model informed by student data, effective classroom management, strong curriculum pacing and differentiated instruction targeted towards English Language Learners.

While the Arts Academy staff do love and care for their students, they lack the knowledge, tools, and skills to focus that care towards equipping individual students to achieve their potential. The Transformation Plan contained in this application will create a significantly different school culture, through the institution of systems and programs that make student achievement the primary focus of the school's culture. By providing the staff with the Professional Learning Community structure, regular and frequent opportunities are created for professional development and collaboration around the topics of data-informed instruction, targeted English Language Learner instruction, curriculum mapping, and the like. Additionally, through properly focused mentoring, training, coaching, and formal accountability a culture will be created that is centered on the cultivation and application of best practices to produce student growth.

## **TRANSFORMATION PLAN OVERVIEW**

The Transformation Plan is based on key strategic initiatives in four intensive areas of focus: 1. Developing and Increasing Teacher and School Leader Effectiveness, 2. Comprehensive Instructional Reform, 3. Increasing Instructional Time, and 4. Creating A Community Oriented School. These areas of focus will be implemented at the Arts Academy under the direction and support of a qualified Transformation Team.

### **Developing and Increasing Teacher and School Leader Effectiveness**

The Transformation Plan calls for developing and increasing teacher and school leader effectiveness through the following interconnected programs.

- Implementing a world-class formal mentoring program for the teachers and principal, which pairs seasoned and proven classroom and instructional leaders with new staff in a standards-based systematic program. This will be accomplished with the guidance of a nationally recognized partner with extensive experience in developing new teachers and instructional leaders.
- Refining and deepening job embedded, differentiated professional development embedded in a continuous improvement-based evaluation system designed to develop sustainable institutional knowledge.

### **Comprehensive Instructional Reform**

- New SBE approved adoptions and supplemental supports that are research-based and proven highly effective with populations similar to those of the Arts Academy will be implemented. Staff will be deeply trained in the most effective methods of utilizing these resources.
- Educational technology supports for instructional reform will be implemented through a strong Information Technology infrastructure as well as content, collaboration, and data management systems in concert with high quality training to promote high student achievement through staff effectiveness.
- Cross-curricular arts integration rooted in the California Visual and Performing Arts Standards (VAPA) will be embedded in the schools instructional program to complete an engaging and relevant educational program and establish a link to local culture and community.

### **Increasing Instructional Time**

- Extended day, Saturday, and summer school will be implemented for all students who need this extended instructional time. These targeted interventions will be standards-based, aligned with the school's core instructional program, and coordinated with interventions, content, and themes.

### **Creating a Community Oriented School**

- There will be a focus on partnering with parents, non-profit organizations, government agencies, and faith and community based organizations that meet the students' social, emotional, and health needs.

## **TRANSFORMATION SUPPORT TEAM**

King-Chavez Public Schools' compelling mission, commitment to social justice, and history of excellence has attracted outstanding people with vision, heart, and skill. The multi-disciplinary transformation leadership talent within King-Chavez Public Schools will formally convene as the Transformation, Support, and Accountability Team charged with directing and supporting the transformation of the Arts Academy. The roles, bios and responsibilities of these well-qualified individuals are encapsulated below.

### **Education Director**

Doug Harrell will be responsible for the implementation of the Transformation Plan and will be accountable to the CEO.

Mr. Harrell joined the King-Chavez family in 2008. He has extensive K-12 experience as a principal of elementary, middle, K-8, and high schools. He has a proven track record of school transformation leadership at both the Thurgood Marshall High School in the San Francisco Unified School District and the Edison-McNair Middle School in the Ravenswood Unified School District. Mr. Harrell has central office supervisory experience as the Edison Schools Vice President of Education for California.

Prior to his administrative roles, he served as a classroom teacher for over 20 years. Mr. Harrell holds both California teaching and administrative credentials, and his breadth and depth of experience are an invaluable asset in supporting young, dynamic, and growing charter schools, leaders and staff.

Currently, Mr. Harrell is Principal of the King-Chavez Preparatory Academy and serves as Lead Principal to all King-Chavez principals. Under this plan, he will transition to full time Education Director responsible for the instructional programs at all King-Chavez Schools with a special emphasis on the Arts Academy.

Mr. Harrell's capacity to ensure that the Arts Academy transformation is successful will be enhanced by transitioning his dual role from King-Chavez Preparatory Academy Principal and Lead Principal and to the fulltime role of Education Director. As Education Director Mr. Harrell's primary area of responsibility for the next three years will be the Arts Academy transformation.

### **Instructional Consultant**

Pam Noli, EdD, will work under the direction of the Education Director to provide the Education Director and Principal with professional support and coaching on instruction, curriculum, and administrative leadership.

Dr. Noli is a life-long educator and the Principal Consultant with Noli-Porter Associates, which is an Oakland based firm that specializes in closing the achievement gap in urban school systems nationwide. She has worked with King-Chavez for the past seven years and has been instrumental in instating leadership practices that directly contribute to student academic achievement. Prior to her position with Noli-Porter Associates, Dr. Noli was the State Director for the California School Leadership Academy (CSLA). She has also facilitated the King-Chavez Leadership Institute for the past five years and has been an active mentor to King-Chavez leaders since 2002.

Dr. Noli will provide specific one-on-one support to the Arts Academy Principal and leadership team. She will also provide external analysis and progress monitoring of the fidelity and efficacy of the Arts Academy transformation, which will be submitted to the CEO and Education Director.

### **New Teacher Support Director**

Angela G. Hubbs, under the direction of the Education Director, will be responsible for developing and coordinating the new teacher mentoring program at the Arts Academy.

Mrs. Hubbs has eight years of experience in public education and has spent most of that time in inner-city public schools. Her commitment to serve students extends beyond excellence in the classroom, and she has created opportunities for students to develop academic and life skills through the creation of a baseball league, music club, and an after school intervention program. Mrs. Hubbs joined the King-Chavez team as a teacher in 2007, after teaching in a New York City public middle school and in San Diego's High Tech Middle charter school. She

quickly proved to be a gifted teacher to both students and new teachers, and she developed and coordinated the Preparatory Academy's targeted after school intervention program. Mrs. Hubbs obtained her administrative credential and currently serves as the Vice Principal of King-Chavez Preparatory Academy. She is highly skilled at developing, training, and mentoring new teachers to effectively serve under-represented populations.

Under this Transformation Plan, Mrs. Hubbs will become Principal of the Preparatory Academy, a role for which she has been specifically groomed and mentored. She will also serve in the dual role of Preparatory Academy Principal and New Teacher Support Director for the Arts Academy transformation. She will dedicate fifty percent of her time to mentoring development and support responsibilities. Mrs. Hubbs will work closely with an external partner to develop the mentoring program. She will oversee an instructional coach, whose full-time efforts will be dedicated to improving classroom instruction through embedded mentor support and one-to-one teacher support at the Arts Academy.

### **Education Technology Director**

Howard Chan, under the direction of the Education Director, will be responsible for ensuring that teachers are equipped with skills needed to collaborate online and access student benchmark data. He will be responsible for training teachers to integrate technological resources into the course of instruction, overall IT infrastructure installation, support, and database management.

Mr. Chan has thirteen years of experience in the technology industry, and six of those years have focused on empowering educators through technology. He oversaw training and professional development in technology for the Evergreen and Cambrian CA school districts. He implemented educational technology, provided education technology professional development, and integrated technology into the academic curriculum at KIPP Adelante Preparatory Academy. Mr. Chan has played an instrumental role at the KIPP Schools Foundation as national lead on educational technology for their annual conference. In 2010, he joined the King-Chavez team on a part-time basis as the King-Chavez High School Technology Coordinator and Education Technology Director.

This Transformation Plan calls for transitioning Mr. Chan's dual role from High School Technology Coordinator and Education Technology Director to fulltime Education Technology Director. For the duration of the transformation plan Mr. Chan's primary area of responsibility will be oversight and implementation of all aspects of education technology contained in the Transformation Plan. To ensure effective education technology implementation, an IT Tech Specialist will be assigned to support Mr. Chan and the Arts Academy transformation.

### **Arts Academy Principal**

Scott Worthing is responsible for day-to-day management of the school and ensuring the fidelity of implementation of the schools instructional program at the classroom level by conducting regular classroom walkabouts and lesson evaluations. He is responsible for staff interventions, ensuring staff is receiving support in areas of weakness, facilitating a lead teacher Professional Learning Community, and overseeing Transformation Plan activities on a day to day basis.

Mr. Worthing has eight years of experience in public education. His relationship with King-Chavez began as a Physical Education teacher at the Athletics Academy. His heart for the students and families of the neighborhood made him an integral part of the school reform efforts. His dedication, initiative and leadership were demonstrated through home visits, the development of the school's physical education program, and building strong relationships with students and families. He was instrumental in supporting the Athletics Academy Principal, and, in 2008-2009, he was selected as Principal of the Arts Academy during its internal reconstitution.

As of the time of the writing of this application, there is only one year of test data on which to evaluate Mr. Worthing's performance. His continued service in the role of Principal will be contingent on positive academic achievement outcomes. If the school achieves an API score of 698 or higher as measured by the 2009-2010 California Standards Test, he will continue in his current role and serve a two-year probationary mentorship with the Education Director, which includes completing his administrative credential. If measurable student achievement outcomes are not positive the Education Director will assume the role of interim principal of the Arts Academy until a proven school transformation leader is recruited.

### **Staff Development Director**

The Staff Development Director, under the direction of the Education Director, will be responsible for coordinating staff development opportunities that are consistent with organization-wide strategic professional development yearly focus results and school-specific needs. This individual will work with internal staff and external partners to create professional development opportunities that meet the needs of staff at the Arts Academy. The Staff Development Director will also work with the Transformation Team to ensure that accountability and progress monitoring systems are informing the individualized professional development plans of each teacher.

An individual with prior experience in training and supporting teachers will fill this position, and she or he will possess a proven history of increasing student academic achievement. The Staff Development Director will be recruited either internally or externally, but there is a preference for an individual currently serving within the King-Chavez Public Schools organization.

## **Community Advocacy Liaison**

Irisbelle Mosler-Rodriguez will be responsible for partnering with parents, non-profit organizations, government agencies, and faith and community based organizations that meet students' social, emotional, and health needs.

Mrs. Rodriguez-Mosler has over 10 years of teaching experience, with a focus on English Language Learner students. She experienced great success working with ELL students at Encanto Elementary, Sherman Elementary, and King-Chavez Academy of Excellence. In 2005, she became the Principal of King-Chavez Primary Academy, which was one of three schools resulting from the conversion of the failed King Elementary. During her four years as Director, the school saw an API gain of 256 points, moved out of Program Improvement Status, and became a California Title I Distinguished School in both 2008 and 2009. Strong instructional leadership and community development skills are at the core of Mrs. Rodriguez-Mosler's success with the Primary Academy. In 2009-2010, she transitioned from her role as Primary Academy Principal into the role of English Language Arts Specialist and Community Advocacy Liaison for the Home Office.

Under the direction of the CEO and partnering with the Arts Academy Principal, she will invest her time working with community organizations to create linkages between the school and community and to secure resources for the school.

## **HOME OFFICE SUPPORT FOR TRANSFORMATION TEAM**

The King-Chavez Home Office will provide direct support to the Transformation Team through several key personnel including: Operations Director, Special Ed Director, Business Manager, and Human Resources Director. Executive-level oversight and accountability will be the responsibility of the King-Chavez Public Schools CEO and Board of Directors.

## **CEO**

Dr. Tim Wolf is responsible for ensuring frameworks are in place to support reform initiatives, for evaluating implementation, and for hiring Home Office level support.

As the CEO of King-Chavez Public Schools, Dr. Wolf has overseen the phenomenal growth of the organization from one to seven schools over the past five years. Prior to joining King-Chavez in 2005, he worked very closely with Dr. Brian Bennett in developing numerous high performing Title I charter schools

throughout California. Dr. Wolf also served as a consultant to the Charter Schools Office in the San Diego Unified School District, where he worked with over thirty charter schools in all phases of operation.

Dr. Wolf will work closely with the Education Director and Board Member Massey to monitor the on-going progress of the Arts Academy transformation and the provision of additional resources as appropriate. Dr. Wolf is accountable to the King-Chavez Governing Board for the success of the Arts Academy's transformation.

### **Board Member**

Dave Massey has extensive experience in public education and serves as a liaison between the Board and Administration in instructional matters. He works closely with the CEO to ensure transformation activities are effective and on course.

Mr. Massey is a lifetime educator with an array of experience in both K-12 and Higher Education. He is currently an adjunct professor at San Diego State University, where he teaches the integration of science in a cross-curricular modality in the K-12 environment. Mr. Massey is the former Director of Education at the San Diego Natural History Museum, and he is also a retired Math, Science, and Environmental Studies teacher from the Santee Union School District.

The remainder of this application explores the school analysis, findings and transformation plan.

## **NEEDS ANALYSIS**

### **Process Used to Assess the School**

The following data was collected from multiple sources and perspectives allowing for a balance between the big picture and practical implementation. The data was compiled, summarized, and circulated to relevant and knowledgeable stakeholders for refinement.

#### ***Student Achievement Data***

CST Data

#### ***School Effectiveness Indicators***

School Needs Assessment Survey - The Lead Principal administered a needs assessment at the Arts Academy using a survey tool based on the California Academic Survey that was tailored to the specific school site. The survey uses a Likert-type scale to determine school level needs, measure consensus, and gauge the delta between belief (“value”) and action (“implementation”). The survey assesses the following areas:

- Standards-based Curriculum Alignment
- Teaching and Learning Practices
- Test Taking Environment / Test Preparation
- Cultural Demographic Proficiency
- School Culture and Climate

School Site Plan - The School Site Plan is a document that uses the Needs Assessment to prioritize the initiatives that will lead to increased student achievement. It describes measurable objectives, timelines, specific activities, and an evaluation plan to support school improvement.

Action Plan - The School Site Plan informs the School Action Plan. The school initiatives set forth in the School Site Plan are mapped out in a calendar that specifies each action, event, and person responsible. This calendar is referred to throughout the year to evaluate staff progress towards meeting the measurable objectives spelled out in the School Site Plan.

Mid-Year Reflection - At the mid-year point, the staff reviews the School Site Plan to evaluate progress in accomplishing school-wide goals and initiatives.

Accountability Continuum Outcome Data - Management Observations: The CEO, Education Director, and Principal conduct classroom walkabouts on a monthly, weekly, and daily basis respectively. During these walkabouts, they evaluate the fidelity of implementation in the areas reflected in the school's Action and Site plans. These walkabouts currently measure teacher performance in the following areas: 1) Standards Aligned Instruction; 2) Differentiated Instruction and ELL Strategies; 3) Academic Time On Task; 4) Classroom Management; 5) Student Engagement; and 6) Teacher Preparedness.

### ***Staff Effectiveness Indicators***

- Student achievement (California Standards Test Data)
- Staff attendance rates
- Accountability Continuum evaluation and observation data
- Credentials, qualifications, and years of classroom experience
- Professional development accomplishments

### ***Third Party Reviews***

- WASC Initial Visiting Committee Report from Spring of 2010.
- District Draft Review from San Diego Unified School District dated December 8, 2009.

### ***Stakeholders***

- ELAC / PTO Committee
- Marisol Vasquez, Parent Board Member
- Dave Massey, Board Member
- Tim Wolf, Chief Executive Officer
- Doug Harrell, Lead Principal and Preparatory Academy Principal
- Scott Worthing, Arts Academy Principal
- Pam Noli, Curriculum and Instruction Consultant
- Irisbelle Rodriguez, English Language Arts Development Specialist and Community Advocacy Liaison
- Angela Hubbs, Prep Academy VP and Teacher Preparation Specialist
- Howard Chan, Education Technology Director
- Cindy Atlas, Special Education Director
- Arts Academy Staff
- Athletics Academy Staff
- Primary Academy Staff

The responsibilities of key stakeholders are explained in greater depth throughout the application.

## **Process Used to Analyze Findings**

Data was collected from various sources including the school site level and Home Office level. The CEO, Education Director, Instructional Consultant, English Language Arts Development Specialist, and New Teacher Support Director contributed data analysis in their areas of expertise. The initial findings were relayed to leadership at all levels of the organization including: parents, King-Chavez Board members, Chief Executive Officer, Education Director, English Language Arts Development Specialist, Instructional Consultant, Arts Academy Principal and staff, and King-Chavez Athletics Academy staff.

These stakeholders were presented with an opportunity to review the initial findings and offered input, refinement, corrections, and criticism. Input was considered and incorporated. The final findings were circulated to key stakeholders for final comments and then approved by the Chief Executive Officer.

## **FINDINGS**

### **California Standards-Aligned Instructional Materials and Targeted Interventions**

#### ***Standards-Aligned Instructional Materials***

##### ***Data Sources***

The following data sources were used to gather the findings outlined below: Textbook Inventory, Instructional Intervention Plans, School Site Plan, School Needs Assessment, School Mid-Year Reflection, WASC Report, and District Review.

##### ***Organizational Context***

Standards-aligned curriculum is an integral part of all King-Chavez schools. The Home Office realizes that even textbooks approved by the State Board of Education can contain extraneous material. In order to maximize instructional time and focus on content that will raise student achievement, every teacher annually completes a process through which the California state standards are mapped out over the course of the school year. This serves as a pacing guide for teachers as well as a foundation upon which to align curricula and instructional materials to most effectively teach the standards.

This process ensures that instructional time is spent teaching material that is in alignment with the California state standards with an emphasis on weighted standards. Dr. Pam Noli, Curriculum and Instruction Consultant to King-Chavez Public Schools, has overseen this process at the beginning of each year. She brings years of experience and has demonstrated effectiveness in using this process to boost student achievement at numerous schools and districts around the country. At the school sites, principals are responsible for holding teachers accountable for following curriculum maps. Teachers are expected to refine and revise their maps from time to time during the school year in order to respond to their students' needs while keeping a pace that will ensure coverage of the content standards before the state tests in May.

### ***State of Transformation***

- This area is highly valued and deeply implemented according to the Staff Needs Assessments and management observations.
- School textbook adoptions are not current but are CA SBE approved adoptions from the previous adoption cycle that include: Open Court, Harcourt, McGraw Hill, and Standards Plus textbooks. These textbooks are not optimally aligned with the school's priority of supporting English Language Learners.
- This is a major area of preparation prior to the school year during which teachers align math and language arts curriculum and support materials to state standards with a focus on weighted standards.
- Organically-developed information sharing technology is in use on a limited basis for teachers to share standards aligned curricular resources.
- Cross-Curricular Visual and Performing Arts standards integration has not taken place. The school has provided stand-alone arts activities on campus in a limited manner without curriculum alignment. Although some teachers have taken isolated classes offered by the San Diego Office of Education, regular use of the Visual and Performing Arts Standards has not been practiced. Some teachers do not possess a copy of those standards, but most acknowledge that the standards can be accessed on-line.

### ***Improvements Made***

- Standards-alignment has been a focus of organization-wide systematic professional development. This comprehensive model incorporates preparation before the school year, on-going site specific professional development (PD), professional learning communities (PLC), observations, evaluations, and accountability. This model is further

explored in the professional development and staff effectiveness sections of this application.

- On-going professional support in curriculum standards mapping has been provided informally by experienced teaching staff from the King-Chavez Athletics Academy.
- A framework for collaboration that encompasses email, calendar sharing, collaborative document editing, and interactive knowledge-bases were provided to King-Chavez staff on a limited basis during the 2009-2010 school year. This system was formally developed at King-Chavez Community High School and organically developed at the Arts Academy. This framework allows teachers to store, organize, and share standards based curricular resources.

### ***Improvements Needed***

- Textbook Adoptions and Supplemental Materials  
The School will adopt current SBE approved Math, English Language Arts, Social Studies, and Science textbooks, supplemental materials, and resources that integrate English Language Learner (ELL) supports and vertical alignment of subject matter across grade levels. The Transformation Team, in collaboration with the Arts Academy, will seek out adoptions with a research-based history of effectiveness with populations similar to those of the school, and they will monitor the implementation of those adoptions. This improvement area is further addressed in SIG Form 10 under the heading “SBE Approved Curricula Adoptions”.
- Cross-Curricular Integration of VAPA Standards  
The Transformation Team will support the principal to ensure aligned integration of arts through the cross-curricular integration of California Visual and Performing Arts (VAPA) key standards, including culture and celebration field trips in conjunction with the local community and joint school community events. This will be accomplished through rigorous professional development, accountability, and ensuring staff has access to appropriate material supports. Material supports include: improved stage and sound systems (dance); basic instruments for rhythm, composition, and introduction to reading music (music); wireless microphones and materials for props, costumes, and masks (theater); easels, a kiln, world art posters, and materials for drawing, painting, and sculpture (visual arts). In implementing a comprehensive, standards-based visual and performing arts curriculum, teachers will be supported to:
  - Design and conduct instructional activities aligned with the VAPA and academic standards.
  - Evaluate student work fairly and provide informed feedback.

- Manage data and plan instruction accordingly.
- Communicate high expectations for the quality of the work.
- Use student reflections to improve arts instruction.
- Teach students to evaluate their own work.

This improvement area is further addressed in SIG Form 10 under the heading “Cross-Curricular Arts (VAPA) Integration”. This improvement area will be developed with the assistance of an external agency that will be selected using the process described in the “Recruitment and Screening of External Providers” section of this document.

- Technology Resources To Support Teachers and Students

The strategic goal of Education Technology at every King-Chavez school is to empower teachers with technological knowledge, skills, and resources that directly contribute to increased student achievement. This takes place through the following: 1) the creation and utilization of dynamic databases filled with relevant classroom and administrative knowledge and best practices, 2) the utilization of tools that allow for collaborative communication, 3) the employment of best practices in standard-based technology curriculum integration, and 4) the utilization of technology to streamline processes that allow for more time to be focused on student achievement.

The realization of this goal goes beyond placing computers in classrooms; it calls for two separate but necessary components:

1. Information Technology: Hardware and software infrastructure must be in place and supported at the school. This infrastructure is vital to ensuring that students, teachers, and administration are afforded access to technology as needed.
2. Education Technology: To ensure staff has the knowledge and skills required to appropriately utilize this infrastructure, professional development training and accountability focused on using technological resources in an educational environment are necessary.

King-Chavez has recruited an individual with a unique background in both the private information technology sector and in public education. This person will oversee the establishment of the above-mentioned components for all King-Chavez schools. The funding circumstances of the SIG grant allow for the accelerated development of infrastructure to support the Arts Academy.

The Information Technology infrastructure will be composed of internet connections, hardware, software, and support staff. All hardware and software infrastructure will be targeted to support dynamic knowledge databases, collaborative communication, and the streamlining of

organizational processes. As this infrastructure is established, the Education Technology Director will ensure that the System Administrator and staff of interns are provided with the professional development necessary to maintain the system with a high quality of service. These people will also be equipped as trainers who are capable of providing basic systems training within the organization.

King-Chavez Education Technology professional development activities will take place at the King-Chavez Technology Learning Center. This will be a technology-equipped classroom that is focused on training teachers, parents, staff, and adults from the community. At this location, teachers will be trained in the use of technology tools that allow for curricular resources to be employed in the classroom based on differentiated instruction. As teachers become comfortable with and competent in using the tools available to them, they will be able to utilize these tools in the classroom to increase student achievement. The Transformation Team envisions the Technology Learning Center serving the broader community by providing technology classes for parents, students, and adults.

The Education Technology Director will oversee the installation, deployment, training, and integration of a comprehensive educational technology framework that provides teachers with widespread access to standards-based instructional resources. The following systems will work together to promote student achievement through teacher effectiveness:

- A suite of basic software tools (e.g., word processing, e-mail, spreadsheets, presentations, etc.). These tools will be accessible to staff from any computer and designed for effective and collaborative communication.
- Knowledge base software will allow for the aggregation, organization, and sharing of teacher-generated resources (e.g., lesson plans, supplemental materials, links to online resources, etc.). These resources will be organized in relation to California state content standards to ensure proper instructional materials are quickly available to teachers.
- Data management software will assist teachers in tracking student performance data on standards based assessments. This data will be used to target the resources used in the course of instruction.
- Appropriate hardware (e.g., notebook computers, computer labs, digital whiteboards, etc.) will be provided to teachers and placed throughout the school learning environment to ensure software tools and resources are available for student and staff utilization.

These improvements are further addressed in SIG Form 10 under the heading “Education Technology Supports for Instructional Reform”.

## ***Targeted Interventions***

### ***Organizational Context***

The Home Office believes that targeted interventions are essential to the development of student potential. King-Chavez General Education programs contain three types of targeted interventions, all of which use assessments (e.g., California Standards Test, CELDT Test Results, Standards Based Benchmark Assessments, Analytical Reading Inventory Assessments and Daily Informal Assessment Strategies) to tailor instruction to students' individual needs. The three types of targeted interventions are as follows: differentiated instruction, small group targeted instruction, and one-on-one targeted interventions.

Differentiated instruction takes place when teachers understand the different learning modalities of their students and tailor their lessons to ensure that material is presented in ways that reach each student. During small group instruction, teachers provide targeted standards-based instruction to small groups of students with similar assessment results. One-on-one targeted interventions may take place after-school or during the regular school day and consist of teachers working with individual students based on instructional needs identified through assessments. These interventions are implemented at the school site with varying degrees of fidelity as described later in this section.

### ***State of Transformation***

- According to the Staff Needs Assessments this area is highly valued and somewhat implemented.
- Prior to this year, King-Chavez Arts Academy received all special education services from the San Diego Unified School District. This year, King-Chavez is implementing its own Special Education Program through the El Dorado County Charter Special Education Local Plan Area (SELPA). This is the first year of implementation. During the 2009-10 school year, a Response To Intervention (RTI) Model Framework was put in place, and the current state of the implementation includes the following elements:
  - Tier 1: General Education, School-Wide, All Students
    - SBE Adopted Curriculum.
    - CST, CELDT, and ARI Assessments.
    - Small group homogenous targeted instruction for reading, as well as 120 minutes a week implementing Systematic English Language Development.
    - Character Development Program founded in culturally responsive positive behavioral discipline and support. Literature reflecting the focus characteristic(s) is aligned with one or more English/Language Arts standards and serves as

a context for both. Biographies of Martin Luther King and Cesar Chavez are primary sources for character identifications.

- Tier 2: Strategic Interventions
  - Extended Day Instruction takes place twice a week for students who require additional instructional time.
  - Diagnostic learning and behavioral labs offer a time-limited reintegration model of intervention for all referred students. Special Education Resource Specialist and Aides staff the labs.
- Tier 3: Intensive Intervention
  - Resource Specialist is shared with Primary and Athletics Academies.
  - Special day classes are available at schools within the special education consortium. No current Arts Academy students attend special day classes.
  - Mental health counseling and day treatment are available by referral to County Mental Health.

### ***Improvements Made***

- Daily implementation of differentiated instruction in reading and English Language Arts to students placed in homogenous small groups.
- Teaching staff is beginning to develop awareness and proficiency in using data to modify instruction. During the 2009-2010 school year, benchmark and progress tracking software infrastructure was set in place with three years of historical CST data. A small group of lead teachers completed training, and some teachers are beginning to implement data informed teaching methods.
- A counselor and a character development program are providing students with positive discipline and behavioral support that is responsive to local culture.
- During the 2009-10 school year, diagnostic learning and behavioral labs were put in place, which help identify student needs and recommend specialized interventions as appropriate.

### ***Improvements Needed***

- Developing and Increasing Teacher and School Effectiveness
  - *Focus Area of Systemic Professional Development and Accountability*

The Transformation Team will coordinate and align professional development and targeted interventions between special and general education staff. The systemic professional development and accountability model will be focused on data-informed targeted interventions across the RTI spectrum. The school's General Education strategy will refine language proficiency and address English Language Arts and Math Annual Measurable Achievement Objectives (AMAO) targets. Emphasis will be placed on Level I interventions that strengthen student success through improved pedagogy, better use of data, re-teaching with different modalities for students who did not perform at proficient levels, and providing abundant love and positive feedback for effort.

- Comprehensive Instructional Reform

- *Ensuring Data Is Informing Targeted Interventions*

The Transformation Team will support the principal in providing staff with rigorous professional development to ensure benchmark data is informing targeted interventions. This improvement is further addressed in SIG Form 10 under the headings "Principal Mentoring & Accountability", and "Professional Development".

- *Expanding Targeted Interventions To Instructional Time Outside The Standard School Day*

The school will also integrate instructional programs outside of the normal school day (e.g., Saturday school, summer school, etc.) with the general standards-based academic program, including alignment of themes and targeted interventions. This cannot be accomplished without the support of SIG funding. This improvement is further addressed in SIG Form 10 under the heading "Increased Learning Time".

- Community Oriented School

- *Working With Parent and Community Stakeholders*

King-Chavez Arts Academy is located in an urban area with a high proportion of children living under extraordinary circumstances (e.g., neglect, abuse, poverty, homelessness, domestic and urban violence, and extended family care), which creates a need for strong connections between school professionals, parents/caretakers, and community stakeholders. The Arts Academy will build bridges between the school, parents, and community with its strong culturally based visual and performing arts programs. Empowering parents and community and creating strong links between the school, parents, and community directly affects student motivation and school participation. The Community Advocacy Liaison will be directly responsible for: 1) Coordination of community and parent programs, 2) Supervising an AmeriCorps

assistant, 3) Designing programs consistent with the mission of the Arts Academy and the King-Chavez Organization, and 4) Facilitating the arts integration as a bridge between parents/community and the school. This improvement is further addressed in SIG Form 10 under the heading “Community Oriented Schools”.

## **Curriculum Pacing and Appropriate Use of Instructional Time**

### ***Curriculum Pacing***

#### ***Data Sources***

The following data sources were used to gather the findings outlined below: Curriculum Maps, Curriculum Map Review Records, Walkabout Records with BBC Data, Needs Assessment/Mid-Year Reflection, and Action Plan Calendar.

#### ***Organizational Context***

Curriculum pacing is integrated in the standards alignment process. During this process, teachers map the standards they will cover throughout the year on a calendar while allowing time for standards-based assessments, re-teaching, and in depth analysis of subject matter. This process is initially overseen by the Instructional Consultant, Education Director, and Principal, who work together with teachers in the weeks before school starts to develop clear curriculum maps and ensure that teachers understand how to use these documents to guide their lesson and unit plans. Once school starts, teachers are expected to submit weekly lesson plans to the Principal, who reviews them in light of curriculum maps and other instructional initiatives. In addition, teachers work in Professional Learning Communities over the course of the school year in order to share best practices and support each other in meeting their students’ needs as determined by the curriculum maps as well as benchmark assessments.

#### ***State of Transformation***

- According to Staff Needs Assessments and management observations, this area is highly valued and somewhat implemented.
- Curriculum pacing is not clearly implemented in all classrooms.
- Benchmark assessments are not regularly employed to assess curriculum pacing results.

#### ***Improvements Made***

- Curriculum pacing has been a major focus area of preparation prior to the beginning of the school year.
- This area has been a focus of on-going professional development, Professional Learning Communities, and management observations and evaluations.

### ***Improvements Needed***

- Developing and Increasing Teacher and School Effectiveness
  - *Ensuring Fidelity of Implementation*  
The Transformation Team will ensure implementation of pacing, and lesson plans through the Home Office's systematic professional development, support, and accountability model. The Education Director will mentor and hold the principal accountable for consistent and sustained follow-through of professional development initiatives. This improvement is further addressed in SIG Form 10 under the heading "Principal Mentoring & Accountability".

## ***Instructional Time***

### ***Organizational Context***

Management of instructional time is critical to the King-Chavez mission of excellence because the majority of the King-Chavez students begin their academic careers far behind grade level in all subjects. The Home Office sees two equally important aspects to instructional time: quantitative (i.e., the actual amount of time spent on instruction), and qualitative (i.e., the effectiveness of instructional time). To maximize quantitative and qualitative time on task in the classroom, King-Chavez teachers are expected to employ the Black Board Configuration. This practice facilitates rigorous standards-based lesson planning, and it also provides students with a constant visual reference for lesson objectives and tasks.

### ***State of Transformation***

- Quantitative Aspects of Instructional Time
  - The school offers 58,230 annual instructional minutes.
  - The school offers an extended academic program for one hour, two days per week.
  - Supplemental Instruction ADA funding freezes have effectively eliminated Saturday and Summer School programs.
- Qualitative Aspects of Instructional Time

- According to the Staff Needs Assessment, maximizing instructional time is highly valued but only partially implemented.
- Teachers are new and have not yet mastered effective classroom management techniques.
- Within instructional time, there is a demonstrated focus on implementing Academic Time-On-Task techniques as observed by the Education Director and Principal.
- Technology-based instructional materials are used to increase student engagement on a limited basis due to lack of training and incomplete infrastructure.

### ***Improvements Made***

- The school's Extended Day intervention program provides instructional time after school for one hour twice a week, and school-wide targeted interventions are embedded for one hour each school day.
- Bell-to-Bell Instruction, Academic Time-on-Task, and Black Board Configuration (BBC) are a focus of systematic professional development.
- The San Diego Unified School District (SDUSD) placed computer-based whiteboards in third grade classrooms and intends to do the same in fourth grade classrooms next year and fifth grade classrooms the following year.

### ***Improvements Needed***

- Increased Learning Time
  - *Extended Day, Saturday, and Summer School*  
The Transformation Team will support the Principal in expanding the school's Extended Day academic program from two days a week to every school day. The school will also establish a Saturday and summer school program. These improvements cannot be made without School Improvement Grant funding. This improvement are is further addressed in SIG Form 10 under the heading "Increased Learning Time".
- Developing and Increasing Teacher and School Effectiveness
  - *Academic Time On Task Practices*  
The Education Director will work with the Principal and teaching staff on the continued focus and refinement of the practical implementation of Bell-to-Bell Instruction, Academic Time-On-Task, and BBC. This improvement is further addressed in SIG Form 10 under the heading "Principal Mentoring & Accountability".
  - *Keeping Students Constantly and Actively Engaged*

To ensure effective usage of instructional time, staff will be trained on techniques in classroom management, lesson planning and delivery, small group-work, differentiated instruction, the creation of an optimal classroom environment, and English Language Development. Teachers will be supported to gain student engagement skills such as multiple response techniques, use of white boards, use of response keyboards, and cooperative strategies that result in students being engaged at least 85% of the time they are participating in academic/arts learning. Teachers will learn how to make student engagement mandatory and how to manage students who are off task. Teachers will improve their monitoring and make individual or collective adjustment skills to assure that all students are experiencing success. They will also utilize scaffolding skills more effectively. This improvement is further addressed in SIG Form 10 under the heading “Professional Development”.

- Comprehensive Instructional Reform

- *Cross-Curricular Standards Integration*

The Transformation Team will support professional development and mentoring on cross-curricular integration of arts, on the context and relevance of culture and community through thematic teaching, and on guided language acquisition units. Cross-curricular alignment will center on History, Social Science, and Science and connect themes from these content areas with music, dance, drama, and visual arts to help students construct deeper meaning in academic strands. The arts will also integrate Houghton Mifflin’s adoption and supplementary reading materials to create higher levels of comprehension in both academic standards and VAPA standards.

## **Professional Development Activities, Collaboration, and**

### **Instructional Support**

#### ***Professional Development Activities***

##### ***Data Sources***

The following data sources were used to gather the findings outlined below: Professional Development Calendar, Site Plan, and PLC Meeting Agendas/Outcome Records.

##### ***Organizational Context***

King-Chavez employs a developing organization-wide systemic professional development model. The aim of this model is to align the overarching vision for all King-Chavez schools with the specific needs of individual school sites. This is an annual process that begins in the week leading up to the start of each new school year. During this time, each school's staff rotates through professional development workshop sessions, which are tailored to the needs of the individual school by the Instructional Consultant, Lead Principal, and school Principal. Weekly minimum days throughout the school year allow time to revisit topics and deliver new professional development as needed at each school site. Focus areas are further refined through school-based Professional Learning Communities (PLC), where practical classroom implementations are strengthened collaboratively. This process is supported and monitored through school and classroom observations and factored into evaluations and accountability.

The Home Office understands that the school has a new principal and many new teachers on staff, and the need for a quality mentoring and induction program is recognized. Over the past year, the Home Office, through the New Teacher Support Director, has researched the feasibility of establishing such a program. The office concludes that, just as the High Tech High School program prepares teachers for their school and others like them, King-Chavez has the will and skill to prepare teachers to successfully close the achievement gap for students who are Latino, African-American, or living in poverty. SIG funding will allow for the development and implementation of such a program, which will support transformation at the school using the Arts Academy mentoring program model and providing an invaluable resource to the San Diego educational community.

##### ***State of Transformation***

- Home Office Support

The following internal King-Chavez Public School personnel provide knowledge and coaching for the development of staff capacity:

- Lead Principal is responsible for mentoring the school's Principal and currently occupies the dual role of Principal of the King-Chavez Preparatory Academy.
  - Curriculum and Instruction Consultant serves a part-time role two days per month and dedicates four hours to the Arts Academy.
  - English Language Development Specialist currently dedicates ten percent of her time as English Language Arts Development Specialist and Community Development Director to the Arts Academy.
  - Special Education Director is available as needed.
- School Calendar Embedded Time  
The following time is embedded in the school calendar, which allows teaching staff time to develop capacity in areas of training and coaching:
    - One week prior to school year
    - Minimum-day Wednesdays
    - Monday staff meetings
    - Teacher prep periods
  - Professional Development Provided  
The Home Office has provided training in the following areas over the past two years:
    - Bell-to-Bell instruction
    - Black Board Configuration (BBC)
    - Data Director
    - Standards Based Curriculum Mapping
    - Collaboration Best Practices (PLC's)
    - Response To Intervention Framework
    - Culturally Competent Pedagogy

The school site has focused on professional development in the following areas:

- Mapping Curriculum to State Standards (one day)
- Curriculum Pacing (one day with adjustments throughout the year)
- Maximizing Use of Instructional Time (one professional development session)
- Systematic English Language Development (twelve sessions)
- Professional Learning Communities (two professional development sessions)

### ***Improvements Made***

- The New Teacher Support Director, who currently serves a dual role as Vice Principal of the King-Chavez Preparatory Academy, has researched and worked with the Chicago New Teacher Center to identify effective new teacher training methods and is ready implement a New Teacher Mentoring program during the 2010-2011 school year.
- The Lead Principal has mentored and will continue to mentor the school's Principal in Professional Development matters.
- On twelve occasions during the school year, the English Language Acquisition Specialist worked with staff on Systematic English Language Development techniques.

### ***Improvements Needed***

- Developing and Increasing Teacher and School Effectiveness
  - *Ensuring Professional Development Initiatives Develop Sustainable Institutional Knowledge*

The strategic aim of King-Chavez professional development initiatives is to develop and sustain institutional knowledge and best practices that further student achievement through staff effectiveness and excellence. To accomplish this aim, the Education Director will oversee the following: 1) creation of a database of pedagogical and administrative best practices, 2) development of staff trainers and training materials, 3) continuous improvement of policy and procedures, 4) the maintenance a system of checks and balances, and 5) the coalescence of organizational buy in.

Most of the processes and practices in place at the King-Chavez schools require support from all levels of the organization. To ensure all processes and practices are implemented with high fidelity, King-Chavez Professional Development initiatives will include appropriate training, ongoing support, and accountability for staff at all levels (i.e., classified staff, teaching staff, principals, and Central Office staff.)

When creating professional development pathways, King-Chavez Public Schools first considers internal employees who are capable of training others in their areas of need. When internal resources for delivering high caliber professional development do not exist, we will seek outside expertise from sources with a proven history of increasing student achievement in order to develop sustainable

internal institutional knowledge. The process for selection of external professional development providers is delineated in the section titled, "Recruitment and Screening of External Providers."

To ensure the sustainability of professional development initiatives (whether internally or externally provided), the King-Chavez Professional Development Director will be responsible for overseeing the creation of a database containing training materials and will also oversee the development of trainers to provide workshops, classes, and one-on-one support to employees.

- *Creating A Formal Monitoring System To Ensure School Areas of Need Addressed Through Professional Development Time*

The Education Director will develop and work with the Principal to employ a system to monitor site follow through on professional development activities. This improvement is further addressed in SIG Form 10 under the heading "Principal Mentoring & Accountability".

- *Ensuring That Proper Professional Development Activities Support Transformation Initiatives*

As the school's instructional program is refined, the Home Office and Transformation Team will ensure that sustained and embedded differentiated professional development related to new research-based strategies is provided to appropriate personnel. This improvement is further addressed in SIG Form 10 under the headings "Professional Development" and "Principal Mentoring & Accountability".

## ***Collaboration***

### ***Organizational Context***

The primary collaboration strategy at King-Chavez schools takes place within the context of peer groups (PLCs), which meet on a weekly basis and share best practices, discuss agreed upon assessments and student data generated by the Data Director, and work together to maximize each individual teacher's effectiveness. Staff works to improve weak areas and assesses the effectiveness of their PLC time together against research-based criteria for PLC effectiveness.

### ***State of Transformation***

- Home Office PLCs

The following Professional Learning Communities are in place at the Home Office level:

- King-Chavez Leadership PLC is composed of all school Principals, Home Office Administrative staff, and self-selected staff members from all King-Chavez Schools. This group meets monthly at a variety of locations including the Home Office, schools, libraries, the County Office of Education, and business centers based on the focus of the month.
  - Principals' PLC is composed of all King-Chavez charter network principals. This group meets bi-weekly, rotating locations throughout all the King-Chavez schools, to walk rounds and provide feedback to the principal of the site based on the King-Chavez Pillars. Over the year, each principal is expected to bring evidence to share with colleagues and a best practice sharing ritual.
  - Cross-Academy Informal Teacher PLCs are composed of teachers from the Arts and Athletics Academies and grouped by grade level. These groups meet weekly.
- School Level PLCs  
The following Professional Learning Communities are in place at the school site level:
    - Teacher PLCs are composed of teachers grouped by grade levels.
    - Leadership PLC is composed of the principal and the lead teacher from each grade level.
- Collaboration Tools  
The following collaboration tools are in place at the school site:
    - Microsoft Windows based file sharing and email.
    - Organically developed information sharing through Wiki technology.

### ***Improvements Made***

- Over the past two years the following improvements have been made in the area of collaboration within the school and the broader charter network:
  - School and Home Office level PLC's were created.
  - Lead Principal has developed and begun implementation of a very specific PLC model containing protocols that ensure the most efficient use of time and a focus on student achievement.
  - Education Technology Director was hired to support staff with collaboration tools.

### ***Improvements Needed***

- Developing and Increasing Teacher and School Leader Effectiveness

- *Vertically Aligned Teacher Professional Learning Communities To Encourage Instructional Program Consistency Across Grade Levels*  
The Transformation Team will support the principal to ensure that 3rd and 4th grade teachers meet regularly with the 2nd grade PLC to increase communications and foster understanding of effective strategies and evaluations strategies. The 5th grade PLC will meet regularly with their Athletics Academy counterparts and with the 6th grade King-Chavez Preparatory Academy PLC. This improvement is further addressed in SIG Form 10 under the heading “Professional Development”.
- *Improved Communication Framework To Support Collaboration*  
The Home Office and Transformation Team will ensure that teachers are equipped with the knowledge, skills, software, and hardware to share data and gather input from stakeholders in collaborative endeavors. The Education Technology Director will provide professional development for this communication framework. This improvement is further addressed in SIG Form 10 under the heading “Education Technology Supports”.

### ***Instructional Support***

#### ***Organizational Context***

In terms of transformation support and uniform excellence, King-Chavez Public School’s main priority is providing effective instructional and school leader support through comprehensive professional development, mentoring, observation, evaluation, and accountability. The Home Office has strategically recruited and developed proven transformational leaders capable of providing, provisioning, and coordinating the intensive support needed to accelerate the Arts Academies transformation. SIG funding will allow this team to dedicate its efforts to the Arts Academy and support other teachers and leaders through leveraging collective and aligned skills. In the absence of SIG funding, these leaders will transition to these roles and programs more slowly, leveraging King-Chavez’s organic growth, as sustainable internal funding allows for development and implementation.

#### ***State of Transformation***

- The following instructional support personnel currently serve dual roles and are made available to the school:
  - Lead Principal provides instructional mentoring to Arts Academy Principal.
  - English Language Arts Development Specialist provides systematic ELD training, support, and targeted professional development.

- Proven Athletics Academy Teachers are informally teamed with less experienced Arts Academy teachers in PLCs.
- Educational Technology Director supports instructional program with infrastructure and professional development.

### ***Improvements Made***

- Once the 2008-2009 school year began, all instructional support personnel were made available to support the school's transformation efforts. Prior to the start of transformation efforts, the principal was the sole individual responsible for acquiring instructional support.

### ***Improvements Needed***

- Developing and Increasing Teacher and School Leader Effectiveness
  - *Principal Mentoring and Accountability*  
In addition to managing the day-to-day operations of the School, the Principal will be a strong instructional leader ensuring the focused pursuit of the School's mission, "We seek Excellence in Academics, Arts, and Athletics from the Foundation of Love", guided by its charter-specific concentration in the Arts. The Principal will create a school culture based on collaboration, shared decision making, and shared leadership using the PLC model. He will cultivate instructional excellence and curricular expertise by tapping into the experience and potential of the teachers while providing support and professional development where needed. He will keep student achievement at the forefront of all decisions and will forge meaningful connections between all stakeholders around the school's mission. It has been empirically proven that there is a positive correlation between strong leadership and student achievement. This leadership is what transforms a school from a conglomeration of separate classrooms linked by a physical building into a vibrant community of teachers and learners.

The CEO and Educational Director will ensure that strong internal instructional leadership is in place at the school. This will be accomplished through either internal development of the current principal or external recruitment based on 2010 CST results. The principal will participate in a rigorous mentorship under the direction of the Education Director and the Home Office. The Education Director will ensure that the principal:

- Establishes comprehensive quarterly benchmarks in all aspects of the Transformation Plan.
- Understands that continued service in the role of principal is based on meeting quarterly Transformation Plan benchmarks.

- Establishes Non-Negotiable standards that all staff members will meet regarding general professionalism, PLCs, and student achievement.
- Collaborates with teachers and staff to create a School Site Plan that contains measurable objectives for increasing student achievement, parent/community involvement, and furthering the vision of a school-wide Arts focus.
- Creates a School Action Plan calendar that establishes dates and persons responsible for carrying out the Site Plan's objectives.
- Conducts mid-year and year-end Site Plan evaluation as well as year-end Needs Assessment to inform the following year's Site Plan.
- Conducts daily classroom walkabouts and leaves each teacher written feedback at least once per week.
- Meets with each teacher individually at the beginning of the year to set SMART goals.
- Conducts at least one formal observation per teacher (two for probationary teachers) each year.
- Creates Improvement Plans for teachers who consistently fail to meet expectations delineated in Principal's Non-Negotiables.
- Works with Mentor Teachers and Instructional Coaches to provide relevant professional development for staff and support for new teachers.
- Establishes weekly PLC meetings for each grade level, leadership team, support staff, and mentor teachers. Uses the PLC meetings to advance data-driven instruction, shared decision making, and collaboration. Selects Lead Teachers to assume leadership of each PLC.
- Creates a comprehensive Staff Handbook and Parent-Student Handbook in conjunction with staff input and King-Chavez Public Schools policy.
- Collects and reviews lesson plans on a weekly basis and provides teachers with a choice of exemplary lesson plan formats.
- Works with Education Director and Instructional Coaches to create an instructional resource library for teachers.

This improvement area is further addressed in SIG Form 10 under the heading "Principal Mentoring & Accountability".

- *Mentoring and One-On-One Support For Inexperienced Teachers*

The vast majority (all but one) of the teaching staff at the Arts Academy is new and does not have cleared credentials. These teachers are in need of mentoring, support, and coaching grounded in the California Standards for the Teaching Profession. Although some of these teachers are in the Beginning Teacher Induction program run by the San Diego Unified School District, this program is set to be eliminated by the district next year, and the current program is not consistent with the needs of the King-Chavez population. The long-term goal is to develop an induction program that is approved by the California Commission on Teacher Credentialing, but the immediate need is to develop an internal intensive mentoring and support program that quickly develops capacity in the existing teaching staff at the Arts Academy.

The strategic aim of the King-Chavez Teacher Mentoring Program is to support the accelerated development of high quality teachers. This will be accomplished through the following: 1) partnerships with experienced mentoring, support, and induction organizations to develop best practices and processes, 2) mentoring provided by experienced teachers, and 3) development of a resource library tailored to the needs of the principal, teachers, and mentors.

The King-Chavez Teacher Mentoring program will be developed through partnerships with proven mentoring induction and credentialing programs such as The New Teacher Project, Teach For America, New Leadership For New Schools, and High Tech High. This partner program will work with the New Teacher Support Director and mentoring/coaching staff to ensure the development of internally sustainable institutional knowledge and best practices that are required to support teachers with high quality mentoring.

A full-time Instructional Coach will be selected in the 2011-2012 school year to work with the New Teacher Support Director to ensure development of the skills required to support teachers who are beginning their journey towards excellence. This will involve creating training materials, establishing individualized goals for mentors and new teachers, collaborating with the site principal to develop pertinent professional development, and monitoring progress towards goals. An External Partner will be hired to work with the New Teacher Support Director to develop a research-based mentoring program that ensures processes are effective and integrated into the national context of teacher training and support. This external partner will also provide technical assistance in developing and submitting a teacher induction application to the California Commission on Teacher Credentialing. To support the mentoring program, the New Teacher Support Specialist will

oversee the creation of a resource library containing materials designed to increase the effectiveness of the principal, teachers, mentors, and coaches.

This mentoring program will be sustained beyond the grant period by making these services available to all King-Chavez schools and the broader San Diego educational community. This improvement area is addressed further in SIG Form 10 under the heading, "Teacher Mentoring."

- *New Teacher Support System*

The King-Chavez new teacher support system will be comprised of the following components:

- Extra Preparation Week - Immediately prior to the start of the school year there will be an intensive preparation week during which all Arts Academy Staff and Mentors will focus on the King-Chavez Pillars with emphasis on lesson planning and delivery, rules and procedures, and classroom environment. This intensive week will be a combination of workshops covering core issues and time to develop actual products and tools that will be used in the classroom during the coming year.
- Two-Day Professional Curriculum Development - Prior to the start of the school year, two days will be dedicated to developing professional curriculum that covers the core English Language Arts, Math, Social Studies, and Science curricula used at the school. This professional development will be sourced from the publishers of the various curricula.
- Mentor Teachers - Each teacher at the Arts Academy who does not have a cleared credential will be paired with a mentor. The mentor teachers will be selected from throughout the King-Chavez Public Schools organization based on the following: history of student academic achievement, recommendation from the teacher's principal, and application and interview process. The mentor and teacher will perform a joint needs assessment of the teacher's areas of focus and growth for the coming year. On a monthly basis, the teacher and mentor will be jointly released for one day in order to observe effective classrooms and schools. On a weekly basis, the mentor will observe the teacher's classroom, the teacher will observe the mentor's classroom, and time will be devoted to debriefing observations.

- Instructional Coach – The Instructional Coach will serve as a full-time teacher support coach. Ideally the Instructional Coach will be selected from the mentor pool created and developed during the first year of transformation efforts. Their primary responsibilities and duties will center around the following:
  - Help with mentor training and support
  - Help with curriculum adoption
  - Help teachers with Curriculum Planning and Arts Integration
  - Demo lessons
  - Participate in teacher PLCs
  - Provide general assistance to teachers
  - Support the principal in Instructional Leadership
- New Teacher Support Director – The New Teacher Support Director will be responsible for the following:
  - Developing the mentoring program framework
  - Coordinating the boot camp
  - Monthly reviews with each of the mentor teachers
  - Ad-hoc mentor support
  - Monthly colloquium for mentors and teachers to share what they have learned, how they are practically applying new knowledge, and areas of struggle
  - Collaboration with the Instructional Coach to ensure new teachers receive the highest quality support.

The program will function on a small cohort model that builds relationships between new teachers, mentors, master teachers, and the principal through weekly observations and debriefing sessions, monthly colloquia, and monthly release time that will enable new teachers to observe both their mentor teachers and other experienced teachers throughout the King-Chavez Academies and local schools. The mentoring program will also offer participating teachers the opportunity to attend a professional conference each year. The program will be evaluated and adjusted at the mid-year and year-end points in order to ensure that mentors are receiving relevant, useful, and high-quality support. The New Teacher Support Director will use feedback from this internal mentoring program to develop a King-Chavez Public Schools system-wide induction program that will be submitted to the California Commission on Teacher Credentialing (CCTC). We intend to submit the initial application to the CCTC in January 2012

with the intention of rolling out a state-certified program in the summer of 2013. This improvement area is further addressed in SIG Form 10 under the heading “Teacher Mentoring”.

## Use of Data to Modify Instruction

### ***Data Sources***

The following data sources were used to gather the findings outlined below: Needs Analysis Survey, Benchmark Assessment Data, Mid-Year Assessment, PD Related to Data Director, and Site Observation.

### ***Organizational Context***

The King-Chavez Home Office believes that the foundation of good teaching is love. In this spirit, they believe that the most effective instruction is tailored to meet the individual needs of each student. All King-Chavez schools serving primary grade levels are expected to administer the following assessments:

Assessment	Frequency	Purpose
CST	Annually	Measures student understanding of State Standards
CELDT	Annually	Measures student English Language Learner levels
Standards Based Benchmark Assessments	Every 4-6 Weeks	Measures student comprehension of State Standards taught during prior period
Curricula Based and Locally Developed Assessments	End of curricular units	Measures student comprehension of Curricular Concepts
Analytical Reading Inventory (ARI)	Three times annually	Assesses student Reading Levels

During the 2009-10 school year, the Home Office licensed the Data Director online software framework. This framework allows for the collection, management, and analysis of assessment data and will enable teachers to more fully understand their students' academic strengths and weaknesses.

### ***State of Transformation***

- The school collects and accesses data from the following assessments with fidelity:
  - California Standards Test
  - California English Language Development Test

- The School collects and accesses data from the following assessments irregularly or not at all:
  - End-Of-Unit Curricular Assessments
  - Standards-Based Benchmark Assessments
- Analytic Reading Inventory (ARI) assessments are administered three times annually to measure English Language Arts Reading comprehension.
- The school analyzes Analytic Reading Inventory and California English Language Development Test data to inform small group instruction in English Language Arts.
- The School has collected three years of California Standards Test Data accessible through Data Director.
- According to Staff Needs Analysis Survey, the majority of staff is unfamiliar with accessing digital assessment data through the Data Director software framework.

### ***Improvements Made***

- The Home Office has hired an Education Technology Director to develop data access and sharing capacity through the establishment of infrastructure and professional development opportunities. This will be a multifaceted approach that focuses on the Data Director framework as well as usage of collaboration technology (e.g., e-mail, document sharing processes, calendaring, etc.).
- Benchmark Assessment data is analyzed in some classrooms to ensure that students master standards and to allow for re-teaching of standards not mastered by students.
- Progress tracking software framework has been deployed and a limited amount of teachers have been trained in its usage.

### ***Improvements Needed***

- Developing and Increasing Teacher and School Effectiveness
  - *Training Teachers To Develop and Administer Standards Based Benchmark Assessments*  
The Transformation Team will oversee professional development, mentoring, and accountability efforts to ensure that teachers gather student achievement data at regular intervals through Standards Based Benchmark Assessments. This improvement area is further

addressed in SIG Form 10 under the heading “Education Technology Supports”.

- Comprehensive Instructional Reform
  - *Data Analysis Used Systematically To Inform and Modify Instruction*

The Transformation Team will work with the principal and new teacher mentoring staff to ensure that professional development and accountability programs support the implementation of data-driven instructional practices. This improvement area is further addressed in SIG Form 10 under the headings “Professional Development” and “Principal Mentoring & Accountability”.
  - *Integration and Alignment of Data Director and Staff Communication Software Frameworks*

The Education Technology Director will be responsible for overseeing the alignment of software systems to support data-informed instruction, targeted interventions, and collaboration among teachers. This improvement area is further addressed in SIG Form 10 under the heading “Education Technology Supports”.

## **Alignment of Federal, State, and Private Fiscal Resources To Support Improved School Performance**

### ***Data Sources***

The following data sources were used to gather the findings outlined below: Budgets, Budget To Actual Reports, Review of Initiatives, and Fiscal Audits.

### ***Organizational Context***

All King-Chavez schools are direct-funded charter schools. All ADA and other revenues generated are directed towards individual school budgets.

### ***State of Transformation***

- The following funds are directed towards the school’s budget and are used for school improvement efforts:
  - Federal Funds
    - Title II, Part A, Quality Teacher Recruitment

- Title III, Part A, English Language Proficiency with English Language Learners
  - AARA Stimulus Funding
  - USDA Meals – Breakfast in the classroom
- State Funds
  - ADA Funding
  - State Supplemental Instruction Funding, which is frozen at 2008 levels.
- Additionally, the school is currently allied with the following local community organizations, which provide services to the school at greatly reduced costs or free of charge:
  - Logan Family Health Center (counseling)
  - SD Hospice (counseling)
  - Center for World Music (music)
  - Son Jarcharo (instruction and club focused on music from Mexico)
  - Network for Healthy California (nutrition instruction and materials)
  - San Diego Food Bank (food for students' families)
  - Jewish Family Services (counseling)
  - UCSD Extension (parenting classes)
  - Parent Institute for Quality Education (PIQE) (parent empowerment)
  - San Diego Special Education Improvement Authority Joint Powers Authority (special education services)
- The Arts Academy is supported by the King-Chavez Home Office through services provided by the following roles:
  - Lead Principal
  - Community and English Language Arts Development Specialist
  - Education Technology Director
  - New Teacher Support Director
  - Human Resources Director
  - Special Education Director
  - Physical Operations Director
  - Business Manager

### ***Improvements Made***

- Community partnerships have grown and deepened through the efforts of the Community Specialist. The King-Chavez Home Office has increased its capacity to support the schools transformation.

### **Improvements Needed**

- Developing and Increasing Teacher and School Effectiveness

Sustainable funding is needed for centralized Home Office support, mentoring and accountability for principals, formal teacher mentoring, and support programs for new and struggling teachers.

- Comprehensive Instructional Reform  
Funding is needed to implement adoptions, education technology infrastructure, and support arts infrastructure.
- Community Oriented School  
Funding support is needed to develop a sustainable Community Outreach and Partnering program aligned for increased student achievement.
- Increased Learning Time  
Funding is needed for Extended Day, Saturday, and Summer School.

## **Staff Effectiveness**

### ***Data Sources***

The following data sources were used to gather the findings outlined below: CST Results, Staff Attendance Rates, Staff Qualifications and Experience, Staff Evaluations, Walkabout Records, and Professional Development Participation.

### ***Organizational Context***

The King-Chavez Accountability Continuum is the foundation of our strategic professional development and evaluation plan. The Accountability Continuum was developed over several months in 2008-2009, and it was designed by a task force of teachers and staff from each of the King-Chavez schools, which incorporated input from school and Home Office administration. Luci Fowers, an External Consultant, facilitated the design process. The King-Chavez Governing Board adopted the collaboratively developed accountability plan as a formal policy. The policy applies to all staff and administration, and it includes comprehensive employment contracts, evaluation criteria, evaluation processes, and opportunities and interventions.

In developing the policy, the following set of core values and Non-Negotiables was defined as guiding all accountability initiatives encapsulated in the policy:

- Being anchored in student achievement.
- Obtaining input on all levels.
- Requiring accountability at all levels.
- Maintaining simplicity and sustainability.
- Acting as a catalyst for strategic professional development.
- Affecting change through a cycle of continuous improvement.

Prior to the implementation of this policy, employment contracts were strictly “at will” with no due process other than that afforded by state and federal employment law. All employment contracts were therefore modified to incorporate due process for grievances after two years of probationary employment.

The evaluation criteria are based on widely recognized external standards as well as internally developed norms and deliverables. The Interstate School Leadership Licensure Consortium (ISLLC) Educational Leadership Policy Standards are used for principals. The California Standards for the Teaching Profession are used for teaching staff. The internally developed King-Chavez Professional Performance Norms define the standards for classified support staff. Performance standards based on multiple measures (including student academic achievement as measured by California Standards Test (CST) results) were detailed in the following areas for leadership and teaching staff:

<b>Deliverable Focus Areas</b>	
<b>Principal</b>	<b>Teacher</b>
Scholastic Excellence Fiscal Responsibility Retention of Quality Staff Community Engagement Leadership Development	Attendance Academic Achievement Attitude of Excellence

The evaluation process is designed as a catalyst for a dynamic strategic professional development plan, and it is founded on clearly defined performance standards. Based on these standards, several formative tools are used to assess summative performance relative to the standards including:

<b>Assessment and Evaluation Tools</b>	
<b>Principal</b>	<b>Teacher</b>
Weekly Academy Walkabouts Monthly CEO Interviews Bi-Monthly Academy Board Reports API / AYP Data Strategic Professional Development Plan Site Plan District Review Parent and Community Survey Professional Development SMART Goal Evidence	Weekly Classroom Walkabouts Formal Lesson Observation with Lesson Plans Lesson Plan Book Reviews Class-specific Parent Survey Student Data – Longitudinal CST Data, Weekly Multiple Measures Professional Development SMART Goal Evidence

Opportunities for teachers that excel include promotion to Lead Teacher, Mentor, Instructional Coach, professional development opportunities, and assignment to special projects. The majority of King-Chavez principals and Home Office leadership staff were internally trained and promoted.

Interventions for teachers that are not performing up to standard include focused support, the creation of an improvement plan, mentoring, and monitoring for evidence of progress. If, after intensive interventions, an employee's performance remains below standard, they will be terminated. Non-probationary terminated employees have due process appeal rights.

### ***State of Transformation***

- Staff is composed of predominately new teachers with preliminary credentials.
- Only one year of test data is available since internal reconstitution, and staff attendance rates were found to be in excess of ninety-nine percent.
- Management observations indicate that the staff is working as a team focused on student achievement, and that staff has made tremendous growth in professional development areas of focus (e.g., classroom management, curriculum alignment, and pacing).
- Principal has served for less than two full school years and has no administrative credential. 2010 CST results will inform administrative personnel plan moving forward.

### ***Improvements Made***

- Proven teachers at the Athletics Academy have provided informal teaching support.
- Accountability Continuum has been implemented to provide accountability and support for school initiatives and staff performance.
- Systematic Professional Development support system has been implemented to support increased staff effectiveness.
- Home Office and external supports for the principal have been instituted through mentoring provided by the Lead Principal, Instructional and Leadership Consultants, and training opportunities.

### ***Improvements Needed***

- Developing and Increasing Teacher and School Leader Effectiveness
  - *The Development of Self-Sufficient School-Level Instructional Leadership*

The principal, if retained, will be supported to develop deep curriculum and instruction leadership skills. He must acquire the ability to skillfully lead his staff to successfully implement all of the King-Chavez pillars. He will be supported to gain a deeper understanding of how a standards-based system functions, how to lead and integrate an arts program, and how to hold staff accountable for student success. He will also be supported to understand shared decision-making at a more sophisticated level and how to create a positive culture and climate that reflects the

King-Chavez Moral Imperatives. The Education Director will be directly accountable for ensuring the principal effectiveness. This improvement area is further addressed in SIG Form 10 under the heading “Principal Mentoring & Accountability”.

- Development of A Formal New-Teacher Mentoring and Support System  
For greater detail please see findings on pages 39-41 under the heading “Professional Development, Collaboration, and Instructional Support.”
- Refinement of King-Chavez Continuous-Improvement Framework  
The Accountability Continuum assessment and evaluation tools and measures need to be clearly understood and aligned with this transformation plan. Providing the supports (e.g. incentives and interventions) for superior student achievement through focused and sustained implementation of research-based transformation strategies is the primary priority of the Transformation Team. One hundred thousand dollars per year will be used for teacher and administrative bonuses, these will be disbursed based on a sustainable financial incentive program developed by the Education Director & CEO.

## **RECRUITMENT, SCREENING, AND EXTERNAL PROVIDERS**

King-Chavez Public Schools does not intend to contract with a provider to implement our overall transformation plan.

The school will use the services of external professional development providers on a limited and strategic basis. The school will look to trusted sources to find the most appropriate source for specific professional development needs. The publisher will provide professional development in-services for SBE adopted curricula unless there is a compelling reason to contract elsewhere. For professional development in other areas, such as Visual and Performing Arts (VAPA) standards, we will consult with the San Diego County Office of Education, West Ed, our External Instructional Consultant, and other recognized and reputable sources.

Any external providers contracted to provide technical assistance will be subject to the following qualifications:

1. Providers must have a history of working with demographics similar to those of the Arts Academy's student body. Those demographics include, high rates of poverty, Latinos, and a high percentage of English Language Learners.
2. Providers must have a demonstrated history of raising student achievement through training schools in best practices.
3. Demonstrated ability to develop organizational capacity through training.

When it is determined that King-Chavez Public Schools does not have the internal organizational capacity to implement a focus area of this application the Education Director will convene an External Provider Selection Team to begin the process of finding an appropriate provider to build organizational capacity in that focus area.

The Provider Selection Team will be made up of at least the Transformation Team, staff representative(s), and other key stakeholders. They will be responsible for identifying potential providers, writing and issuing requests for proposals, developing transparent selection criteria, reviewing proposals, conducting due diligence, and making recommendations to the Education Director. Final selection of external providers will be made by the Education Director after consideration of recommendations from the External Provider Selection Team.

The Education Director, with support from King-Chavez human resources, legal, and information systems departments, will be responsible for negotiating contracts with providers that include goals, benchmarks, progress monitoring,

adjustment of plans based on progress, and asset management. All contracts will be subject to termination if progress goals are not met.

The Education Director will be responsible for monitoring the progress of initiatives carried out in conjunction with external providers. Data collection responsibilities will be assigned by the Education Director, these responsibilities will fall to individual Transformation Team members on a case-by-case basis determined by the focus area of the initiative requiring external support.

The school will continue to use the external consulting services of Pam Noli. This continued relationship is based on her excellent history of transformation success as evidenced in the King-Chavez Primary and Athletics Academies who saw a combined API gain of 451 points over a period of five years.

## **MODIFICATION OF LEA PRACTICES**

The King-Chavez Arts Academy is a Direct-Funded Charter School. The school is governed by King-Chavez Public Schools, a 501(c)(3) Non-profit Corporation, whose Governing Board is comprised of five members who were elected based on their experience, skill, and commitment in key areas essential to supporting the development and operation of high-quality schools (e.g., legal, finance, education, family counselor, and parent representation). The Board Members are not compensated for their Board Service.

As charter schools, King-Chavez Schools are free from many of the constraints encountered by traditional school districts. This allows King-Chavez Public School to operate a streamlined organization that is agile in responding the education needs of the community.

The Governing Board sets strategic direction, provides financial oversight, and evaluates the CEO. The CEO functions in the role of Superintendent and is responsible for all aspects of the operations and performance of King-Chavez Public School.

King-Chavez Public School serves in the role of LEA to all King-Chavez Schools through its Home Office. The Home Office is responsible for providing administrative and instructional support as well as the hiring and evaluation of school principals.

School principals have budgetary and staffing autonomy to focus on best instruction and relationships at the school site.

Parents are engaged throughout the entire King-Chavez organization. Local schools have active Parent Teacher Organizations (PTOs) that also function as school site councils and ELAC committees. The President of each site council sits on the King-Chavez Parent Advisory committee, and the President of this committee is the parent representative on the King-Chavez Governing Board.

The King-Chavez employment contract and accountability continuum policy outlines employee expectations, rights, and responsibilities. Modifications of these policies will not be needed to implement the Transformation Plan.

## **SUSTAINMENT OF REFORM EFFORTS**

The grant initiatives are designed as strategic alignments for the development of internal infrastructure and support structures for the Arts Academy and will require less intensive and direct support after the grant period. The support infrastructure will be made available to and sustained by all King-Chavez schools. The grant funding will be used to develop and implement systemic positive change and efficiencies in the following five key areas: sustained support, developing and increasing teacher and school leadership effectiveness, comprehensive instructional reform strategies, increased learning time, and community oriented schools.

### **Sustained Support**

Our support strategy is founded in assembling a Transformation Team of proven talent in the King-Chavez school, and this team will be supported by the overall growth of the King-Chavez Public Schools organization. All King-Chavez schools currently allocate six percent of their income to support the Home Office in filling the role of an LEA. King-Chavez High School currently has two hundred 9th grade students and will reach an enrollment of approximately seven hundred by the end of the grant period. This increased enrollment will generate more than one hundred percent of the funding required to sustain the Transformation Team support capacity developed through the School Improvement Grant funding.

### **Developing and Increasing Teacher and School Leader Effectiveness**

Developing and increasing teacher and school leader effectiveness is addressed through two interconnected strands:

- A formal mentoring and induction program that will be sustained through making our induction services available to schools outside of King-Chavez, through restored funding from the state, and/or through charging tuition for our induction program. Principal mentoring will be sustained through internal organizational human capacity.
- The training, development, and internal capacity made possible through SIG funding will sustain professional development. Institutional knowledge will be maintained through professional learning communities, databases of best practices and training materials, lead teachers, mentor teachers, and the King-Chavez Accountability Continuum. Professional development has been and will continue to be part of the Arts Academy's annual budget of ADA funds.

### **Comprehensive Instructional Reform Strategies**

- Curricula and instructional materials will be sustained through ongoing ADA funding.
- Education Technology is based on Google technology that is provided free of charge. The investment in professional development will be made sustainable through the development of internal human capacity and institutional knowledge. Hardware and technology equipment will be refreshed through ongoing ADA funding, grant opportunities and strategic partnerships.
- The cross-curricular integration of arts and community will be sustained through the infrastructure developed with SIG funding. Materials and supplies will be replenished through ongoing ADA funding, grant opportunities, and strategic partnerships.

### **Increased Learning Time**

Extended Day, Saturday, and Summer School will be sustained through the restoration of the Supplemental Instruction ADA funding from the state of California.

### **Community Oriented Schools**

Community oriented school programs and initiatives will be sustained through ongoing partnerships with parents, non-profits and faith-based organizations, government agencies and other strategic relationships. These efforts will be sustained through ongoing King-Chavez Home Office funding received from the schools.

## ANNUAL GOALS FOR STUDENT ACHIEVEMENT

- Annually reduce the number of students achieving CST scores of Basic or lower in English Language Arts by 10%. The following table presents achievement goals based on 2008-09 school year CST data (for the purpose of this grant, these goals will be refigured based on 2009-10 CST results):

Annual Language Arts Proficiency Goals based on 08-09 baseline data					
Measure	08-09	09-10	10-11	11-12	12-13
% Students Proficient or Above in English Language Arts	19.3%	27.37%	34.63%	41.16%	47.05%

- Annually reduce the number of students achieving CST scores of Basic or lower in Math by 10%. The following table presents achievement goals based on 2008-09 school year CST data (for the purpose of this grant, these goals will be refigured based on 2009-10 CST results):

Annual Math Proficiency Goals based on 08-09 baseline data					
Measure	08-09	09-10	10-11	11-12	12-13
% Students Proficient or Above in Math	32.5%	39.25%	45.32%	50.79%	55.71%

- The Home Office Board, CEO, and Education Director will monitor goals on an annual basis upon receipt of CST results.
- The Education Director and Principal will measure progress of these goals internally through Standards Based Benchmark assessments administered every four to six weeks.
- CST administration is the responsibility of the school's Testing Coordinator.

## **CONSULTATION WITH RELEVANT STAKEHOLDERS**

Leadership at all levels of the organization were involved in the review of findings and the collaborative creation of this action plan including the King-Chavez Board Members, Chief Executive Officer, Education Director, English Language Arts Development Specialist, Instructional Consultant, Arts Academy Principal and staff, and King-Chavez Athletics Academy staff.

The Arts Academy Principal held special public meetings (see Attachment A for stakeholder meeting notes) during which all findings were explained, proposed action plans presented, and opportunities were given for additional input into each area. Meetings occurred on the following dates:

- Public Meeting – 5/17/10
- Public Meeting – 5/19/10
- ELAC Committee Meeting – 5/20/10

Input from these meetings was circulated to leadership, and the majority of input was incorporated into this application. The application was then circulated back to leadership for a final round of review, input, refinement, corrections, and criticism.

The following input from these meetings was not incorporated in this application:

All School Improvement Grant funding should go directly to school classrooms with direction and oversight provided solely by the Principal with no involvement from the King-Chavez charter network administrative or educational capacity.

This suggestion was not incorporated in the proposal due to lack of internal capacity at the Arts Academy to implement the transformation plan. All SIG funding will be directed towards increasing student achievement at the Arts Academy. Transformation Plan implementation will be overseen by the King-Chavez Education Director, an individual with a long history of successful school transformation.

Have recess on minimum days.

This suggestion was not incorporated in the final SIG proposal as this is a matter outside the scope of this proposal and this decision is best made by the Principal and staff at the school site.

The following input from these meetings was incorporated in this application:

Minimize Special Education referral time.

This suggestion was incorporated in the Schools final SIG proposal. This will be accomplished through aligned training between General and Special Education Staff described in the Transformation Plan Implementation Chart under the heading "Professional Development".

Create better lines of communication between staff, students, and parents.

This suggestion was incorporated in the Schools final SIG proposal and will be overseen by the Principal, Education Director and Community Liaison.

Ensure teachers are able to spread attention evenly between all students, not just focused on "problem students."

This suggestion was incorporated in the Schools final SIG proposal. This will be accomplished through Professional Development for teachers dealing with Classroom Management and Differentiated Instruction techniques.

Begin Saturday and summer school programs based on student needs.

This suggestion was incorporated in the Schools final SIG proposal this is addressed in SIG form 10 under the heading "Increased Learning Time".

Create more teacher prep time and opportunities for teachers to plan as a team.

This suggestion was incorporated in the Schools final SIG proposal. This will be accomplished through an additional week of preparation and training at the beginning of the school year and the creation of cross grade level Professional Learning Communities.

Consider utilizing the services of West Ed. or the San Diego County Office of Education.

This suggestion was incorporated in the Schools final SIG proposal. Appropriate external services will be contracted in areas where King-Chavez lacks the capacity to implement the Transformation Plan with a high level of fidelity.

**Attachment A**  
**Stakeholder Meeting Notes**

## 5/19 Athletics Notes

- Calif. Standards-aligned instruc. materials & targeted interventions.

### - Improvements Needed -

- Targeted Interventions

4. extended day (go along w/ intervention or separate?) Teacher respons. or <sup>outside</sup> ~~school~~

5. Align w/ Primetime

- Limited time for teachers to work on Reg. day lesson plans.

### - Improvements Made -

- Add P. Board (specify)

#### - Curriculum Alignment

- Art ; Arts Academy

### - Improv. Needed - (cont.)

3. New Adoptions - Books (<sup>Curriculum</sup> Targeted Align)

3. PLL Focus - update / no options on making curriculum current

### - Curriculum Pacing

- 1. Highly Valued (sounds bad, what does it mean?)

### - Instruc. Time

- clarify Saturday School (Seasonal)

Note: Sub. rep. makes doc. look sloppy  
Specify more (ex. mentoring, support teachers)

- Improv. Needed -

- Curriculum Pacing

1. when find time for teachers / more opportunity to plan as a team weekly. Guaranteed time as prep-time.

- Improv. Made -

1. Specify added science

Cont.

2. What it means (specify)

- Professional Deve. Activities -

3. Add Teacher PD

(cont)

- Instruc. Support -

3. Instruc. Library (shared books)

- Collaboration -

Add counseling PLC! Guided Reading PLC

(Cont)

Guided Reading ELI Added

-Improv. Made-

-Pro. Deve. activities

Surveys / needs asses.

-Improv. Needed-

-collaboration-

-collab. w/ other academics / not just Arts.

-Instruc. Support-

• Algia Pro. Deve. for teachers under state standards, (Pro. Deve. actives)

• Maintain &amp; Refine.

(continue support / walkabouts)

-State Trans.-

1. Wording needs to be changed.

4. Why is Prep &amp; high school included.

5. Repetition

6. Make more positive "Staff is at beginning level of proficient Data Analysis"

7. Why is 7 added?

-Improv. ~~made~~ <sup>needed</sup> -

## - Local Resources -

4. correct spelling for Son Jarocho

## - State Trans. -

list resources (UCSD mentors, UCSD

• more resources

[Theater / Arts]

PIQUE, Say SD. Men's circle, English; comp classes for parents, YMCA, Rec. Center, Toy for Joy, Backpack program, Optimis club, Marching Band)

## - Internal Resources -

2 & 3. Do we still need consultants?

## - Improv. Needed -

- More & differ. resources / Techn, Books activities

## - state trans -

2. calendar for prof. Deve. placed in office / wording

3. ?? what does this mean??

4. ~~not~~ should not be listed:

Improv. <sup>made</sup> Needs -

1. example for this.

Improv. Needed -

- Add better & specific for teacher growth
- How can be demonstrated & proven?

NOTES: Very Repetitive.

- "State of Trans." - better wording ex. "State of Pre-Trans."
- Specify amount of mins. prep. time for teachers a week.
- Needed Resources for new curriculum & teacher plan.
- After school programs (more resource)
- Wish list of programs depending on funding.
- If held <sup>accountable</sup> ~~accountability~~ guaranteed that ~~\$100~~ 100% grant will be go directly to academy.
- Fear that job security is doubtful due to CST scores.

## PTO meeting 5/20/10

- Special Ed ~~referral~~ referral took too long.
  - mom concerned student could fall behind
  - communication needed between staff, students & parents.
  - concerned that too much attention is going towards "problem" kids other than quiet, self reserved kids w/ some sort of academic problem.
- Extended day program
  - work on the child as a whole
    - academically
    - socially
    - emotionally
- Graph implementation works better to see where student is @.
  - Student knows where improvement is needed & made (parents as well)
  - a middle ground where teacher can include advance kids vs. struggling
- Supply aide for teacher to help academical & behavioral support. (Maybe parent)
  - clearance for parents as a volunteer & in advance to have on record.

- Fundraise for fingerprinting for parents.
- Training for "Room parents"
- Sharing data ~~into~~ w/ parents students

# **King/Chavez Arts Academy School Improvement Grant Needs Analysis and Findings Outline**

## **1. Needs Analysis**

### **1.A Process to Assess the School**

Data was collected from multiple sources and perspectives allowing for balance between the big picture and practical implementation. The data was compiled, summarized and circulated to relevant and knowledgeable stakeholders for refinement

#### **Student Achievement Data**

1. Disaggregated CST Data
2. Benchmark Assessment Data

#### **School Effectiveness Indicators**

1. School Needs Assessment
2. Site Plan
3. Action Plan
4. Mid-Year Reflection
5. Accountability Continuum Outcome Data

#### **Staff Effectiveness Indicators**

1. CST and Benchmark Student Achievement Data
2. Staff Attendance Rates
3. Accountability Continuum Evaluation and Observation Data
4. Credentials, Qualifications and years in the classroom
5. Professional Development Accomplishments

#### **Third Party Reviews**

1. WASC Initial Visiting Committee Report from Spring of 2010.
2. District Draft Review from San Diego Unified School District dated December 8, 2009.

## **1. B Stakeholders**

1. ELAC Committee -
2. Dave Massey, Board Member -
3. Tim Wolf, Chief Executive Officer
4. Pam Noli, Curriculum and Instruction Consultant
5. Doug Harrell, Lead Principal
6. Irisbelle Rodriguez , Community and Staff Development Director
7. Angela Hubbs, Prep Academy VP and Teacher Preparation Specialist
8. Howard Chan, Education Technology Director
9. Cindy Atlas, Special Education Director
10. Scott Worthing, Principal
11. Arts Academy Staff - New and Inexperienced
12. Athletics Academy Staff - Seasoned and Proven

## **1.C Process to Analyze Findings**

Data was collected from various sources including, school level, CNO level. The CEO, Lead Principal and Instructional Consultants, were consulted for data analysis in their areas of expertise. The initial findings were then relayed to leadership at all levels of the organization including; Parents, King-Chavez Board members, Chief Executive Officer, Lead Principal, Staff Development Coordinator, Instructional Consultant, School site Principal, School Staff, King-Chavez Athletics Academy staff.

The findings were presented with an opportunity to review the initial findings and offer input, refinement, corrections, and criticism. Input was considered and incorporated. The final findings were arrived by consensus from the stakeholders and finally approved by the Chief Executive Officer.

## 1.D Findings

### 1.D.1 California standards-aligned instructional materials and targeted interventions.

#### Data Sources

*Textbook inventory, Instructional Intervention Plans, School Site Plan, School Needs Assessment, School Mid-Year Reflection, WASC report, District Review*

#### State of Transformation

##### Curriculum Alignment

1. Highly Valued and Deeply Implemented
2. Current Adoptions
3. Focus of sustained, Professional Development (PD).
4. Focus of Professional Learning Community (PLC) — *clarify. what does focus?*
5. Focus Observation and Accountability.
6. Some use of technology-based instructional materials.

##### Targeted Interventions

1. Highly Valued and Somewhat Implemented
2. Response to Intervention (RTI) Model Framework

##### RTI Tier 1

3. Guided Reading
4. English Language Development (ELD) Block — *30 min x 4x a week*
5. Data infrastructure is in place.
6. PLC's beginning to focus on the use of data to modify instruction.

##### RTI Tier 2

7. Extended Instructional Day – 1 Hour, 2 times per week
8. Diagnostic learning and behavior labs
9. Circulo de Hombres y Mujeres

##### RTI Tier 3

10. Resource specialist shared w/ Primary and Athletics

*Specialist*

## Improvements Made

Prof Develop Training for Teachers ???

### Curriculum Alignment -

1. Teachers are aligning math and language arts curriculum and support materials to state standards with a focus on weighted standards.
2. Aligned curriculum and materials are mapped to instructional calendar allowing for re-teaching and extensions to differentiate instruction.
3. Major Focus Area of pre school-year preparation, on-going professional support, PLC's, observations and evaluations.

### Targeted Interventions -

1. Response to Intervention (RTI) diagnostic learning and behavioral labs put in place this year.
2. Guided Reading Implementation
3. PLC focus on student achievement
4. Developing awareness and proficiency in using data to modify instruction.
5. Data Director software system in place with 3 years data. Initial training commenced.
6. Circulo de Hombres and Mujeres positive behavioral discipline and support
7. Comm. Relations with fam. <sup>based</sup> ~~based~~ on behavior needs.

## Improvements Needed

### Curriculum Alignment 8. Individual behavior contracts

1. Aligned integration of arts, culture and celebration in conjunction with the local community.
2. Technology-based Resources
3. New Adoptions integrating ELL and vertical alignment of subject matter across grade levels

4. Data to inform instruction and adapt curriculums.

### Targeted Interventions

1. Transition focus of Professional Development, observation and evaluation to data driven interventions.
2. Coordinated and aligned intervention professional development and support for both special education and general education staff.
3. PLC focus on using data to target interventions and modify instruction.
4. Expand extended day interventions to everyday making a longer school day.
4. Align with Primetime after-school program.
5. Intervention Coordinator

## 1.D.2 Curriculum pacing and appropriate use of instructional time.

### Data Sources:

*Curriculum Maps, Curriculum Map Review Records, Walkabout Records with BBC data, Needs Assessment/Mid-Year Reflection, Instructional Calendar*

### State of Transformation

#### Curriculum Pacing

1. Highly Valued and Deeply Implemented
2. Major Focus Area a major focus of the systematic professional development encompassing delivery, coaching, professional learning communities (PLC), follow-through and alignment with the Accountability Continuum.

Language  
wording?

#### Instructional Time -

1. Maximizing instructional time is highly valued but only somewhat implemented.
2. The school offers 58,230 annual instructional minutes.
3. Additionally, the school offers an extended academic program for one hour, two days per week.
4. Within the instructional time there is a demonstrated focus on bell-to-bell instruction, academic time on task and the use of the Black Board Configuration (BBC).
5. The instructional program is not currently aligned with the Primetime afterschool program available the School's students.
6. One-hour afterschool clubs offer tutoring and homework assistance.
7. Summer School & Saturday School.

wording.  
what does that mean?

### Improvements Made

#### Curriculum Pacing -

1. Each teacher maps and paces the yearly curriculum in Language Arts and Math.
2. The pacing allows for assessment, re-teaching and curricular extensions
3. Major focus area of school-year preparation prior to the beginning of the school, on-going professional development, PLC's, observations and evaluations.

### Instructional Time -

1. The school has a comprehensive aligned focus on maximizing instructional time both qualitatively and quantitatively.
2. Bell-to-Bell Instruction, Academic Time on Task and BBC have been a focus of pre-school year preparation, on-going professional development, PLC's and accountability continuum observations and evaluations.
3. The school has entered into a constructive process with the District-run Primetime Afterschool program to align the program based on the achievement needs of the students.

4. Summer School based on bench mark ass.

### **Improvements Needed**

#### Curriculum Pacing -

1. Mentoring and support for teachers in developing and delivering engaging, rigorous, relevant and differentiated lessons. - District BTSA is gone.
2. Curriculum integrating connections with community and culture.

#### Instructional Time -

1. Expand extended academic day to everyday.
2. Align School's instructional program and afterschool program.
3. Continue to focus and refine practical implementation of Bell-to-Bell Instruction, Academic Time on Task, and BBC.

no recess on min days.

### 1.D.3 Professional development activities, collaboration, and instructional support.

#### Data Sources

*PD Calendar, Site Plan, PLC Meeting Agendas/Outcome records, Irisbelle?,*

#### Current State of Transformation

##### Professional Development Activities

1. Embedded time – Before School Year, Minimum Day Wednesdays, Monday Staff Meeting
2. CNO systemic support – Lead Principal, Curriculum and Instruction Consultants, Special Education Director
3. School level PD
4. Cross academy grade level PLC's

##### Collaboration

1. Directors PLC
2. School PLC's in place – grade level and leadership team
3. Organically developed sharing through Wiki Site, use of technology
4. Working collaboratively with both Athletics and Primary Academy

##### Instructional Support

1. Lead Principal
2. Staff Development Director - Systematic ELD training and Support beginning
3. Teaming with Athletics proven teachers in PLC's
4. Ed Tech Director hired

*Clarify Job Description*

#### Improvements Made

##### Professional Development activities

1. Structured Retreat and Staff Development prior to school year
2. Need to give a number of sessions and topics

##### Collaboration

1. Vertically Aligned cross academy PLC's functioning
2. Ed Tech Director hired to develop and support on-line collaboration

##### Instructional Support

*DATE Training  
VAPA Standards*

*SEID Learning  
Head of Quarter  
GAD 2 sessions 2/4*

1. Lead Principal Mentoring Principal
2. Embedded ELD Support

## **Improvements Needed**

### Professional Development Activities

1. Focus of systematic Professional Development on:
  1. English Learner Supports – (SELD, Guided Reading)
  2. Data driven differentiated instruction beginning with basic technology proficiency
  3. Differentiated and engaging instruction including embedded mentors from Athletics Academy.



2. Maintain and refine: *ADD TO ALL*

1. Standards Aligned Curriculum and Pacing
2. Bell to Bell Instruction

### Collaboration

1. Data Driven PLC's
2. Instruction Focused PLC's and Mentoring

*3<sup>rd</sup> grade working with 4<sup>th</sup> & 2<sup>nd</sup>*

### Instructional Support

1. Strong internal instructional leadership
2. Embedded Instructional Support for Teachers

#### 1.D.4. Schools Capacity to develop, access, and analyze student performance data to inform and modify instruction.

##### Data Sources

*Needs Analysis, mid-year assessment, Benchmark Data, PD Related to Data Director, Intervention Plans*

##### State of Transformation

1. School highly values and has somewhat implemented data driven instruction.
2. Data director infrastructure and system in place with three-years historical CST data.
3. Key staff trained basic system operation with the purpose of training others
4. Strong implementations of Data Director at King-Chavez Prep and High School.
5. Implementation at Arts Academy is inconsistent but early adopters are in place.
- 7 6. Staff is aware of the need but is not proficient in basics.
7. Not systematically used to inform and modify instruction.

*Clarify*

##### Improvements Made

1. Infrastructure for data collection is in place
2. Ed Tech Director Hired
3. Initial training of trainers on basic system use is completed
4. Early adopters in place at Arts Academy

*change the what is planned*

##### Improvements Needed

*Before make it happen*

1. Tactical focus of Professional Development and Accountability on second level of training implementation
2. Systemic and embedded support for data collection and analysis, technology skills development and education technology
3. Embedded Support for Engaging and Differentiated Instruction

*Identify intervention coordinator*

### 1.D.5. Alignment of federal, state, and private fiscal resources to support improved school performance.

#### Data Sources

Budgets, budget to actual reports, review of initiatives

#### State of Transformation

1. Title II, Part A, Quality Teacher Recruitment
2. Title III, Part A, English Language Proficiency with English Language Learners
3. AARA Stimulus Funding – Talk to Ed Soriano
4. USDA Meals – Breakfast in the classroom

#### State Funding

1. ADA Funding
2. State Funded After School Program – Prime Time (Letter of Support)
3. State Supplemental Instruction Funding

#### Local Resources

2. why is this here.

1. Logan Family Health Center - Counseling
2. SD Hospice - Counseling
3. Center for World Music - Music
4. Son Jocharo - Music from Mexico instruction & club
5. Network for healthy CA - Nutrition instruction and materials
6. SD food bank

#### Internal Resources

1. Lead Principal
2. Instructional Consultant
3. Curriculum Consultant
4. Core instruction more supported and aligned with extended day program
5. Extended day program expanded to more than two days a week.

#### Improvements Made

1. Lead Principal
2. Community Development Director
3. ELD Support Position
4. Data Infrastructure

2. Clw-ter  
is there a internal & external consultant f ??  
Payroll.

## 5. Human Resources Support

### Improvements Needed

1. Core instruction more supported and aligned with after school program
2. Extended day program expanded to more than two days a week.
3. Deepen connections with community partners and resources

Roles & Responsibility for  
Internal Resources

### 1.D.6 Staff Effectiveness

#### Data Sources

, CST Results Disaggregated by teacher, , Benchmark Data, Staff Attendance Rates, Staff qualifications and experience, Staff Evaluations, Walkabout Records, Professional Development Participation

#### State of Transformation

1. Accountability Continuum in place.
2. Systematic Professional Development support in place
3. Staff are predominately new teachers with preliminary credentials.
4. Principal in place less than two full school years, no administrative credential. Extensive external and internal support provided
5. We only have one year of test data since internal reconstitution. 2010 CST results will inform personnel plan moving forward

How  
do we  
improve  
this

#### Improvements Made

1. Aligned professional development and accountability.
2. School working as a team focused on student achievement
3. Staff is widely effective in classroom management, curriculum alignment and pacing.
4. Staff attendance > 99%
5. Teaching supports from proven teachers at Athletics Academy

What does this mean? \*

#### Improvements Needed

1. Self-Sufficient Instructional Leadership
2. Stronger New Teacher Mentoring and Support

# of teachers

3 out of 7 cleared BTSA.

walkabouts

of charity consultant roles

**SIG Form 4a–LEA Projected Budget****LEA Projected Budget**

Fiscal Year 2010–11

Name of LEA: King-Chavez Arts Academy	
County/District (CD) Code: 37-68338-0109033	
County: San Diego	
LEA Contact: David Wilson	Telephone Number: 619-395-6780
E-Mail: dwilson@kingchavez.net	Fax Number: 619-468-3728
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries	\$213,750	\$213,750	\$213,750
2000– 2999	Classified Personnel Salaries	\$117,500	\$117,500	\$117,500
3000– 3999	Employee Benefits	\$82,812.5	\$82,812.5	\$82,812.5
4000– 4999	Books and Supplies	\$7,000		
5000– 5999	Services and Other Operating Expenditures	\$51,200	\$51,200	\$51,200
6000– 6999	Capital Outlay			
7310 & 7350	Indirect Costs			
Total Amount Budgeted		\$472,262.5	\$465,262.5	\$465,262.5

**SIG Form 4b–School Projected Budget****School Projected Budget**

Fiscal Year 2009–10

Name of School: King-Chavez Arts Academy	
County/District/School (CDS) Code: 37-68338-0109033	
LEA: King-Chavez Arts Academy	
LEA Contact: David Wilson	Telephone Number: 619-395-6780
E-Mail: dwilson@kingchavez.net	Fax Number: 619-468-3728
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries	\$203,450	\$262,950	\$262,950
2000– 2999	Classified Personnel Salaries	\$58,000	\$58,000	\$58,000
3000– 3999	Employee Benefits	\$63,362.5	\$80,237.5	\$80,237.5
4000– 4999	Books and Supplies	\$457,750	\$227,750	\$44,000
5000– 5999	Services and Other Operating Expenditures	\$244,500	\$244,500	\$244,500
6000– 6999	Capital Outlay			
7370 & 7380	Transfers of Direct Support Costs			
<b>Total Amount Budgeted</b>		\$1,029,062.5	\$873,437.5	\$689,687.5

## SIG Form 5a–LEA Budget Narrative

### LEA Budget Narrative

Provide sufficient detail to justify the LEA budget. The LEA budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<u>Education Director</u> - Oversees and is responsible for implementation of SIG grant at .5 FTE x \$140,000 per year x 3 years.	\$210,000	1300
<u>Staff Development Director</u> - Coordinates and aligns professional development activities at 1 FTE x \$75,000 per year x 3 years.	\$ 225,000	1300
<u>New Teacher Support Director</u> - Responsible for mentoring and induction at .50 FTE x \$100,000 per year x 3 years.	\$ 150,000	1300
<u>Community Development Specialist</u> - Works with parents and community developing linkages and reciprocal resources at .25 FTE x \$75,000 per year x 3 years.	\$ 56,250	1900
<u>Education Technology Director</u> - Responsible for the implementation, integration and support of technology supports for student learning at .5 FTE x \$75,000 per year x 3 years.	\$ 112,500	2300
<u>Admin Aide</u> - Administrative support for transformation team at 1 FTE x \$35,000 per year x 3 years.	\$ 105,000	2400
<u>IT Support Specialist</u> - Provides on-site technical IT support at .5 FTE at \$50,000 per year x 3 years	\$ 75,000	2400
<u>Student Information Specialist</u> – Provides support for student benchmarking and information processing at .5 FTE at \$40,000 per year x 3 years	\$60,000	2400
<u>Employee Benefits</u> - 25% x \$993,750 (1000-2999 codes )	\$248,437.5	3000

<u>Multimedia Streaming Server</u> – Provides multimedia storage for curricular multimedia resources. 5 units x \$300	\$1,500	4400
<u>Network Analyzer</u> - Provide diagnostic network information.	\$4,000	4400
<u>Network Attached Storage</u> – Provide local network storage. \$300 x 5 storage units.	\$1,500	4400
<u>IT &amp; Education Technology Support</u> – Support budget for implementation of major IT & Ed Tech initiatives at \$20,000 per year x 3 years	\$60,000	5800
<u>Instructional Consultant</u> - Provides expert support to Education Director and Principal at \$1,500 per day x 20 days per year x 3 years.	\$90,000	5800
<u>Americorps Assistant</u> – Assists Community Advocacy Liaison in coordinating the efforts of community organizations at \$1,200 per year x 3 years.	\$3,600	5800

## SIG Form 5b–School Budget Narrative

### School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

**School Name:** King-Chavez Arts Academy

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<u>Mentor Stipends</u> – Teacher Mentors serve new teachers in induction to the teaching profession at \$1,800 per mentor x 10 mentors x 3 years.	\$54,000	1100
<u>Mentor Bonuses</u> – Bonus for mentors to be distributed based on Mentee performance. \$2,000 x 3 years	\$6,000	1100
<u>Incentive Program</u> - Bonuses for high performing staff based on development of sustainable incentive program. \$100,000 per year x 3 years.	\$300,000	1100
<u>Release Time</u> - Every other month each of the 10 mentors and 10 new teachers will be released to observe best practices in action. The rate is budgeted at \$125 per day x 10 teachers and 10 mentors x 14 months.	\$35,000	1100
<u>Extended Day Teacher</u> - The extended day is for two hours each day \$25.00 per hour x 2 hours x 5 teachers x 555 days.	\$138,750	1100
<u>Saturday School Teacher</u> - Saturday school runs for 4 hours each at \$25.00 per hour x 4 teachers x 114 days.	\$ 45,600	1100
<u>Summer School Teacher</u> - Summer school session at \$25.00 per hour x 4 hours x 5 teachers x 60 days.	\$30,000	1100
<u>Instructional Coach</u> - Fulltime teaching coach to new teachers at 1 FTE x \$60,000 per year x 2 years.	\$120,000	1100
<u>Teachers Aide</u> – Provides support to teachers at 1 FTE x \$28,000 per year x 3 years	\$84,000	2400

<u>Student Behavioral Aide</u> – Provides behavioral support and encouragement to students at 1 FTE x \$30,000 per year x 3 years	\$90,000	2400
<u>Employee Benefits</u> - 25% x \$903,350 (1000-2009 codes)	\$225,837.5	3000
<u>Classroom Libraries</u> - Leveled classroom libraries supporting reading skills at \$5,000 per classroom x 10 classrooms.	\$ 50,000	4200
<u>Teacher Instructional Resource Library</u> - Resource library for teachers at \$30,000 x 1 library.	\$ 30,000	4200
<u>General Office Supplies</u> - Material and Supplies for teachers and mentors at 500 per month x 36 months.	\$ 18,000	4300
<u>Experiential Learning Field Trips</u> - Classroom and school wide standards reinforcing field trips at \$160 per student x 175 students x 3 years.	\$ 84,000	4300
<u>Classroom Arts Supplies</u> - Art materials and supplies to develop strong visual and performing arts integration at \$250 per student x 175 students.	\$ 43,750	4300
<u>Teacher Computers</u> - Teacher and admin notebook computers at \$1,500 per computer x 15 teachers and admin staff.	\$22,500	4400
<u>Technology Hardware and Software</u> - Hardware and software for Information and Education Technology implementation e.g. Digital Whiteboards, Workstations, Assessment Software, Technology Learning Center, Student Responders etc. Budgeted at \$1950 per student x 175 students.	\$ 341,250	4400
<u>Musical Instruments</u> - Instruments to support VAPA integration at \$300 per students x 175 students.	\$52,500	4400
<u>Theater Equipment</u> - Sound and stage equipment to support VAPA integration and community engagement at \$300 per student x 175 students.	\$52,500	4400
<u>Art Equipment</u> - Equipment to support VAPA integration e.g. ceramics potters wheels, kilns at \$200 per students x 175 students.	\$35,000	4400

<u>Professional Conferences and Travel</u> - Travel and conference budget for internal capacity building for mentor teachers and principal at \$900 per conference x 2 conferences x 10 staff x 3 years.	\$54,000	5200
<u>Curriculum Adoption In-Service</u> - Provides hands on training for effective curriculum implementation at \$1,500 per day x 2 days x 4 adoptions.	\$12,000	5800
<u>Professional Development Support</u> – Targeted professional support to develop internal capacity for Professional Development focus areas at \$2,500 per day x 25 days per year x 3 years.	\$187,500	5800
<u>VAPA Standards Integration Support</u> - Targeted professional support to develop VAPA Standards Integration best practices, material, and training, at \$2,500 per day x 15 days per year x 3 years.	\$112,500	5800
<u>Mentoring Program Support</u> - Targeted professional support to assist in development of Mentoring Program and build internal capacity to implement program at \$2,500 per day x 25 days per year x 3 years.	\$187,500	5800
<u>Artist in Residence</u> - Artists works with students on VAPA aligned projects at 2 artists x \$30,000 per year x 3 years.	\$180,000	5800

California Department of Education (<http://www.cde.ca.gov/fg/fo/fm/drug.asp>)

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## Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

**Note:** Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

### Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations (CFR)* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
  - a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
  - b. Establishing an on-going drug-free awareness program to inform employees about:
    1. The dangers of drug abuse in the workplace
    2. The grantee's policy of maintaining a drug-free workplace
    3. Any available drug counseling, rehabilitation, and employee assistance programs
    4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
  - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
  - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
    1. Abide by the terms of the statement
    2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
  - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
  - f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
    1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
    2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
  - g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address, city, county, state, zip code)

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Check ☐ if there are workplaces on file that are not identified here.

## Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: King Chavez Arts Academy

Name of Program: School Improvement Grant

Printed Name and Title of Authorized Representative: \_\_\_\_\_

Signature:  CEO Date: 6-23-10

CDE-100DF (May-2007) - California Department of Education

Questions: Funding Master Plan | [fmp@cde.ca.gov](mailto:fmp@cde.ca.gov) | 916-323-1544

Last Reviewed: Wednesday, May 05, 2010

# Lobbying

Certification regarding lobbying for federal grants in excess of \$100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations (CFR)* Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 *CFR* Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 *CFR* Part 82, Sections 82.105 and 82.110, the applicant certifies that:

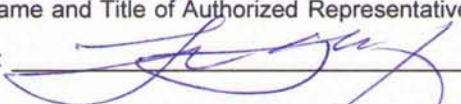
- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," (revised Jul-1997) in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: King Chavez Arts Academy

Name of Program: School Improvement Grant

Printed Name and Title of Authorized Representative: TIM WOLF CEO

Signature:  CEO Date: 6-23-10

ED 80-0013 (Revised Jun-2004) - U. S. Department of Education

Questions: Funding Master Plan | [fmp@cde.ca.gov](mailto:fmp@cde.ca.gov) | 916-323-1544

Last Reviewed: Tuesday, February 24, 2009

California Department of Education (<http://www.cde.ca.gov/fg/fo/fm/debar.asp>)

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# Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion--lower tier covered transactions.

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 *Code of Federal Regulations* Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

## Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

## Certification

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily

excluded from participation in this transaction by any Federal department or agency.

2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: King Chavez Arts Academy

Name of Program: School Improvement Grant

Printed Name and Title of Authorized Representative: TIM WOLF, CEO

Signature:  CEO Date: 6-23-10

ED 80-0014 (Revised Sep-1990) - U. S. Department of Education

Questions: Funding Master Plan | [fmp@cde.ca.gov](mailto:fmp@cde.ca.gov) | 916-323-1544

Last Reviewed: Tuesday, February 24, 2009

## **SIG Form 7–Sub-grant Conditions and Assurances (page 1 of 3)**

### **Sub-grant Conditions and Assurances**

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances:

1. Use its SIG to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of SIG;
2. Establish challenging annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;
3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the CDE the school-level data as described in this RFA.
5. The applicant will ensure that the identified strategies and related activities are incorporated in the revised LEA Plan and Single Plan for Student Achievement.
6. The applicant will follow all fiscal reporting and auditing standards required by the CDE.
7. The applicant will participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis.
8. The applicant will respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.
9. The applicant will use funds only for allowable costs during the sub-grant period.
10. The application will include all required forms signed by the LEA Superintendent or designee.
11. The applicant will use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort (20 USC § 8891).

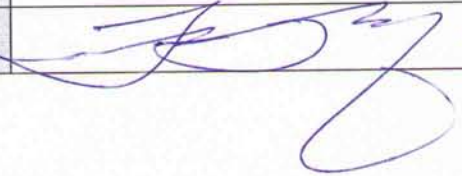
**SIG Form 7–Sub-grant Conditions and Assurances (page 2 of 3)**

12. The applicant hereby expresses its full understanding that not meeting all SIG requirements will result in the termination of SIG funding.
13. The applicant will ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used **only** in the school(s) identified in the LEA's AO-400 sub-grant award letter.
14. All audits of financial statements will be conducted in accordance with Government Auditing Standards (GAS) and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.
15. The applicant will ensure that expenditures are consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education. <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html> (Outside Source)
16. The applicant agrees that the SEA has the right to intervene, renegotiate the sub-grant, and/or cancel the sub-grant if the sub-grant recipient fails to comply with sub-grant requirements.
17. The applicant will cooperate with any site visitations conducted by representatives of the state or regional consortia for the purpose of monitoring sub-grant implementation and expenditures, and will provide all requested documentation to the SEA personnel in a timely manner.
18. The applicant will repay any funds which have been determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.
19. The applicant will administer the activities funded by this sub-grant in such a manner so as to be consistent with California's adopted academic content standards.
20. The applicant will obligate all sub-grant funds by the end date of the sub-grant award period or re-pay any funding received, but not obligated, as well as any interest earned over one-hundred dollars on the funds.
21. The applicant will maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.

**SIG Form 7-Sub-grant Conditions and Assurances (page 3 of 3)**

22. The applicant will comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

Agency Name:	King Chavez Arts Academy
Authorized Executive:	Tom Wolf, CEO
Signature of Authorized Executive	 CEO

## SIG Form 8—Waivers Requested

### Waivers Requested

The LEA must check each waiver that the LEA will implement (see page 28 for additional information). If the LEA does not intend to implement a waiver with respect to each applicable school, the LEA must indicate for which school(s) it will implement the waiver on:

- ☒ Extending the period of availability of school improvement funds.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the LEA to September 30, 2013.

**Note:** If the SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs receiving SIG funds.

- ☐ "Starting over" in the school improvement timeline for Tier I and Tier II schools implementing a turnaround or restart model.

Waive section 1116(b)(12) of the ESEA to permit the LEA to allow its Tier I and Tier II schools that will implement a turnaround or restart model to "start over" in the school improvement timeline. (**Note:** This waiver applies to Tier I and Tier II schools only)

- ☐ Implementing a schoolwide program in a Tier I or Tier II school that does not meet the 40 percent poverty eligibility threshold.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit the LEA to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold. (**Note:** This waiver applies to Tier I and Tier II schools only)

**SIG Form 9—Schools to Be Served**

### Schools to be Served

Indicate which schools the LEA commits to serve, their Tier, and the intervention model the LEA will use in each Tier I and Tier II school. For each school, indicate which waiver(s) will be implemented at each school. **Note:** An LEA that has nine or more Tier I and Tier II schools can only use the transformation model in 50 percent or less of those schools. (Attach as many sheets as necessary.)

[illegible]

**SIG Form 10–Implementation Chart for a Tier I or Tier II School****Implementation Chart for a Tier I or Tier II School**

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for

School: King-Chavez Arts Academy Tier: I or II (circle one)						
Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input checked="" type="checkbox"/> Transformation						
Total FTE required: 6.75 LEA 4.75 School 2 Other						
Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	<b>Principal Mentoring &amp; Accountability</b>		<b>\$20,000</b>	<b>\$262,500</b>		<b>Education Director</b>
<b>RP</b>	Principal replaced	August 2008				CEO
<b>TA</b>	Mentoring of Principal	August 2010- June 2013		\$262,500	Education Director	CEO

<b>ES</b>	Principal will be mentored through establishing quarterly personal benchmarks related to all areas of implementing the Transformation Plan at the school site. Meeting these benchmarks is required for continued service in role of principal.	August 2010- June 2013			Education Director, Transformation Plan	Education Director
<b>ES</b>	Principal will be mentored through establishing non-negotiable standards that all staff members will meet regarding general professionalism, Professional Learning Communities, and student achievement.	August 2010, August 2011, August 2012			Education Director, Instructional Consultant	Education Director
<b>TA</b>	Verification of & Feedback on Principals non-negotiable standards	August 2010, August 2011, August 2012			Education Director	Education Director

<b>IP</b>	Principal will be mentored through collaboration with teachers and staff to create a School Site Plan that contains measurable objectives for increasing student achievement, parent/community involvement, and furthering the vision of a school-wide Arts focus.	September 2010, September 2011, September 2012			Education Director, Instructional Consultant	Education Director
<b>TA</b>	Verification of & feedback on School Site Plan	September 2010, August 2011, August 2012			Education Director	Education Director
<b>IP</b>	Principal will be mentored through the creation of a School Action Plan calendar that establishes dates and persons responsible for carrying out the Site Plan's objectives.	September 2010			Education Director, Instructional Consultant	Education Director

<b>TA</b>	Verification of & Feedback on School Action Plan	September 2010, August 2011, August 2012			Education Director	Education Director
<b>IP</b>	Principal will be mentored through conducting mid-year and year-end Site Plan evaluations as well as year-end Needs Assessment to inform the following year's Site Plan.	January 2010, June 2010			Education Director, Instructional Consultant	Education Director
<b>TA</b>	Verification of Site Plan evaluations and year-end Needs Assessments	January 2010, June 2010, January 2011, June 2011, January 2012, June 2012			Education Director	Education Director

<b>IP</b>	Principle will be mentored in conducting daily classroom walk-about, making sure to leave each teacher written feedback at least once per week.	August 2010			Education Director, Instructional Consultant, Walk-about forms	Education Director
<b>TA</b>	Weekly verification of & feedback on classroom walkabouts	August 2010 – June 2013			Education Director	Education Director
<b>ES</b>	Principal will be mentored in modifying evaluation and monitoring tools to measure individual and collective staff implementation of transformation plan activities.	August 2010 – June 2013			Education Director, Accountability Framework, SIG Implementation Charts	Education Director
<b>PD</b>	Principal will be mentored in creating differentiated professional development plans for staff based on evaluation and monitoring data	August 2010- June 2013			Education Director, Accountability Framework, SIG narrative & Implementation Charts, Staff Development Director, Transformation Team	Education Director

<b>ES</b>	Principal will be mentored in meeting with each teacher individually at the beginning of the year to set SMART goals, and evaluating progress monthly using evaluation and monitoring tools.	August 2010			Education Director, Instructional Consultant, Accountability Matrix	Education Director
<b>TA</b>	Verification of & feedback on teacher SMART goals	August 2010, August 2011, August 2012			Education Director	Education Director
<b>ES</b>	Principal will be mentored in conducting at least one formal observation per teacher (two for probationary teachers) each year.	October 2010			Education Director, Instructional Consultant, Observation Forms	Education Director
<b>TA</b>	Verification of & feedback on formal observations	As Conducted Yearly			Education Director	Education Director

<b>IRR</b>	Principal will be mentored in creating Improvement Plans for teachers who consistently fail to meet expectations delineated in Principal's Non-Negotiables.	November 2010 & As required			Education Director, Instructional Consultant	Education Director
<b>TA</b>	Verification of & feedback on Improvement Plans	As required			Education Director	Education Director
<b>PD</b>	Principal will be mentored in working with Mentor teachers, Instructional Coach, and Home Office support team to provide relevant and differentiated professional development for staff based on monitoring and evaluation data.	August 2010 – June 2013			Education Director, Instructional Consultant, Accountability Matrix	Education Director
<b>TA</b>	Weekly verification of & feedback on professional development and support activities.	August 2010 – June 2013			Education Director	Education Director

<b>IP</b>	Principal will be mentored in creating a comprehensive Staff Handbook and Parent-Student Handbook in conjunction with staff input and with King-Chavez Public Schools policy.	November 2010			Education Director, Instructional Consultant, New Teacher Support Director	Education Director
<b>TA</b>	Verification of & feedback on Staff & Parent-Student Handbooks.	November 2010, August 2011, August 2012				
<b>IP</b>	Principal will be mentored in collecting and reviewing lesson plans on a weekly basis, monitoring and adjusting curriculum pacing, and providing teachers with a choice of exemplary lesson plan formats.	August 2010			Education Director, Instructional Consultant, New Teacher Support Director	Education Director
<b>TA</b>	Weekly verification of & feedback on collection and review of lesson plans.	August 2010 – June 2013			Education Director	Education Director

<b>PD</b>	Principal will be mentored in creating an instructional resource library for teachers.	August 2010 – June 2013	\$20,000		Education Director, Instructional Consultant, New Teacher Support Director	Education Director
<b>TA</b>	Monthly verification of & feedback on instructional resource library materials.	August 2010 – June 2013			Education Director	Education Director

## SIG Form 10–Implementation Chart for a Tier I or Tier II School

### Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: King-Chavez Arts Academy Tier: I or II (circle one)						
Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input type="checkbox"/> Transformation						
Total FTE required: _____ LEA _____ School _____ Other						
Required Component Acronym	Services & Activities	Timeline	Projected Costs School      LEA		Resources	Oversight
	<b>Developing and increasing teacher and school effectiveness</b>				Transformation Team, Instructional Coach, Mentors, New Teacher Support Director, SIG Funding	Education Director
	<b><i>Teacher Mentoring</i></b>		<b>\$474,250</b>	<b>\$187,500</b>		<b><i>Education Director</i></b>
<b>PD</b>	Program design & oversight	August 2010- June 2013		\$187,500	New Teacher Support Director	Education Director

<b>PD</b>	Office Supplies for execution of mentoring program.	August 2010-June 2013	\$18,000		New Teacher Support Director, Business Manager	New Teacher Support Director
<b>TA</b>	Assist in development of program and internal capacity to implement program	August 2010-June 2013	\$187,500		External Provider	Education Director
<b>PD</b>	Mentoring	August 2010-June 2013	\$75,000		Teacher Mentors	New Teacher Support Director
<b>PD</b>	Daily coaching	August 2011-June 2013	\$150,000		Instructional Coach	New Teacher Support Director
<b>PD</b>	Select & Train Mentors	July 2010			- Mentor stipends - New Teacher Support Director - Transformation Team	New Teacher Support Director
<b>PD</b>	Develop Boot Camp Curriculum	Aug 2010			- Teacher Resource Support Library - General Supplies - Administrative Assistant	New Teacher Support Director

<b>PD</b>	Support New Teachers	Aug 2010- June 2011	\$15,000		<ul style="list-style-type: none"> <li>- Release time for mentors and new teachers to conduct observations</li> <li>- Transformation Team</li> <li>- Mentors</li> <li>- General supplies to support monthly colloquia</li> <li>- Professional Conferences and Travel</li> <li>- Teacher Resource Support Library</li> <li>- Administrative Assistant</li> </ul>	New Teacher Support Director
<b>PD</b>	Assess and adjust program in light of teacher feedback	Jan. 2011 and July 2011			<ul style="list-style-type: none"> <li>- Stipends for mentor teachers</li> <li>- Lead mentor/embedded coach</li> <li>- Administrative Assistant</li> </ul>	New Teacher Support Director
<b>PD</b>	Integrate Boot Camp into All-Academy Professional Development in preparation for the new school year	August 2011			<ul style="list-style-type: none"> <li>- Educational Director</li> <li>- Site Principals</li> <li>- Administrative Assistant</li> <li>- Mentor Teachers &amp; Instructional Coach</li> </ul>	New Teacher Support Director

<b>IRR</b>	Begin CCTC application process	August 2011- July 2013			New Teacher Support Director, High Tech High, Administrative Assistant, Transformation Team	New Teacher Support Director
<b>PD</b>	Support New Teachers	August 2011- June 2012	\$14,375		<ul style="list-style-type: none"> <li>- Release time for mentors and new teachers to conduct observations</li> <li>- Instructional Coach/mentors</li> <li>- General supplies to support monthly colloquia</li> <li>- Professional Conferences and Travel</li> <li>- Teacher Resource Support Library</li> <li>- Administrative Assistant</li> </ul>	New Teacher Support Director
<b>PD</b>	Assess and adjust program in light of teacher feedback. Determine which teachers will need to continue participating in mentor program.	Jan 2012 and July 2012			<ul style="list-style-type: none"> <li>- Stipends for mentor teachers</li> <li>- Lead mentor/Instructional Coach</li> <li>- Administrative Assistant</li> </ul>	New Teacher Support Director

<b>IRR</b>	Submit Induction Program Application to CCTC	Jan 1, 2012			- Input and feedback from all stakeholders in the Mentor Program	New Teacher Support Director
<b>PD</b>	Support New Teachers	August 2012- June 2013	\$14,375		<ul style="list-style-type: none"> <li>- Release time for mentors and new teachers to conduct observations</li> <li>- Master Teacher/embedded coach</li> <li>- General supplies to support monthly colloquia</li> <li>- Professional Conferences and Travel</li> <li>- Teacher Resource Support Library</li> <li>- Administrative Assistant</li> </ul>	New Teacher Support Director
<b>PD</b>	Assess and adjust program in light of teacher feedback. Determine which teachers will need to continue participating in mentor program.	Jan. 2013 and July 2013			<ul style="list-style-type: none"> <li>- Stipends for mentor teachers</li> <li>- Lead mentor/embedded coach</li> <li>- Administrative Assistant</li> </ul>	New Teacher Support Director
<b>IRR</b>	Begin CCTC-approved New Teacher Induction Program	Jul 1, 2013			<ul style="list-style-type: none"> <li>- Stipends for mentor teachers</li> <li>- Lead</li> </ul>	New Teacher Support

					mentor/embedded coach - Administrative Assistant	Director
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## SIG Form 10–Implementation Chart for a Tier I or Tier II School

### Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: King-Chavez Arts Academy Tier: I or II (circle one)						
Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input type="checkbox"/> Transformation						
Total FTE required: _____ LEA _____ School _____ Other						
Required Component Acronym	Services & Activities	Timeline	Projected Costs School      LEA		Resources	Oversight
<b>PD</b>	<b><i>Professional Development</i></b>		<b>\$906,000</b>	<b>\$502,500</b>		<b><i>Education Director</i></b>
	Support Transformation Team in administrative duties	August 2010 – June 2013		\$131,250	Administrative Aide	Education Director
<b>PD</b>	Coordinate & Align Professional Development Activities	August 2010 – June 2013		\$281,250	Staff Development Director	Education Director

<b>TA</b>	Support Principal & Education Director with instructional and professional development support.	August 2010- June 2013		\$90,000	Instructional Consultant	Education Director
<b>IP</b>	Support Teachers in Classroom and with initiatives.	August 2010 – June 2013	\$105,000		Teachers Aide	Principal
<b>IP</b>	Provide behavioral support for students	August 2010 – June 2013	\$112,500		Student Behavioral Aide	Principal
<b>PD</b>	Plan and execute professional development at conferences.	August 2010 – June 2013	\$54,000			
<b>TA</b>	Assist in development of professional development materials and internal capacity to train staff	August 2010- June 2013	\$187,500		External Support Provider	Education Director
<b>RPR, IRR</b>	Development, refinement and implementation of a sustainable incentive program	August 2010- June 2013	\$375,000		Transformation Team, Recognized Incentive Programs, School Staff,	CEO
<b>IP</b>	Develop & maintain database of pedagogical and administrative best practices.	August 2010- June 2013			Transformation Team, Principal, External Support Providers Education Technology Director	Education Director

<b>PD</b>	Develop & maintain database of Professional Development training materials.	August 2010-June 2013			Transformation Team, External Support Providers, Education Technology Director	Education Technology Director
	<b>- English Language Acquisition</b>					
<b>PD</b>	Stock Teacher Instructional Resource Library with English Language Development materials	August 2010-June 2013	\$10,000		Staff Development Director, Principal	Education Director
<b>PD</b>	Train teachers to use CELDT, CST & ARI assessments to target students for ELD supports	August 2010			Staff Development Director	Principal
<b>PD</b>	Train teachers in creating an optimal Classroom Environment for language acquisition	September 2010			Staff Development Director	Principal
<b>PD</b>	Provide teachers with English Language Development teaching strategies	October 2010-June 2013			Staff Development Director	Principal

<b>IP, SD</b>	Use assessment data to inform instruction	August 2010- June 2013			Staff Development Director, CST, CELDT, ARI Assessment Data, Mentors, Professional Learning Communities, Principal,	Principal
<b>IP</b>	Adopt English Language Development Curriculum & Resources	August 2011	\$50,000		Staff Development Director, Principal, Instructional Consultant	Education Director
<b>PD</b>	Weekly on-site coaching	August 2010 – June 2013			Staff Development Director	Education Director
<b>ES</b>	Daily Evaluation of Implementation	August 2010- June 2013			Principal	Education Director
<b>ES</b>	Weekly Evaluation of Implementation	August 2010 – June 2013			Education Director	CEO
	<b>- Data Informed Instruction</b>					Education Director
	Computer based professional development activities are described in the Education Technology implementation chart					

<b>PD</b>	Teacher training on data analysis	September 2010			Education Director, New Teacher Support Director, Mentors, Instructional Consultant, Student Information Specialist	Principal
<b>PD</b>	Teacher Training on practical application of data analysis: How to use data to create small group activities and differentiated instruction	September 2010			New Teacher Support Director, Instructional Coach, Staff Development Director, Mentors, Instructional Consultant	Principal
<b>PD</b>	Intervention coordinator training: How to ensure assessment data is informing targeted interventions and is based on RTI framework.	September 2010			Staff Development Director Instructional Consultant	Principal
<b>PD</b>	Continued training on more advanced differentiated instruction techniques	October 2010- June 2013			New Teacher Support Director, Instructional Coach, Staff Development Director, Mentors, Instructional Consultant	Principal
<b>PD</b>	Weekly on-site coaching	August 2010 – June 2013			Staff Development Director, Mentors, Instructional Coach	Education Director

<b>ES</b>	Daily Evaluation of Implementation	August 2010- June 2013			Principal	Education Director
<b>ES</b>	Weekly Evaluation of Implementation	August 2010 – June 2013			Education Director	CEO
	<b>- Curriculum Implementation</b>					
<b>PD</b>	Training on current materials	September 2010	\$12,000		New Teacher Support Director, Instructional Coach, Staff Development Director, Mentors, Instructional Consultant, Publisher	Principal
<b>PD</b>	Training on any new instructional materials including technology and arts integration across curricula	July 2011			New Teacher Support Director, Instructional Coach, Staff Development Director, Mentors, Instructional Consultant, Publisher	Principal
<b>PD</b>	Supplemental and refresher training on curriculum	July 2012			New Teacher Support Director, Instructional Coach, Staff Development Director, Mentors, Instructional Consultant, Publisher	Principal

<b>PD</b>	Weekly on-site coaching	August 2010 – June 2013			Staff Development Director, Mentors, Instructional Coach	New Teacher Development Specialist
<b>ES</b>	Daily Evaluation of Implementation	August 2010- June 2013			Principal	Education Director
<b>ES</b>	Weekly Evaluation of Implementation	August 2010 – June 2013			Education Director	CEO
	<b>- Classroom Management</b>					
<b>PD</b>	Teacher Training: Rules and Procedures	November 2010			New Teacher Support Director, Mentors, Instructional Coach, Student Behavioral Aide	Principal
<b>PD</b>	Teacher Training: Academic Time On Task	January 2011			Transformation Team	Principal
<b>PD</b>	Teacher Training: Creating an optimal classroom environment	February 2011			New Teacher Support Director, Mentors, Instructional Coach	Principal
<b>PD</b>	Teacher Training: Rigorous and consistent expectations	May 2011			New Teacher Support Director, Mentors, Instructional Coach	Principal

<b>PD, FCE</b>	Teacher Training: Home Visits and Parent/Family Relationships	August 2012			New Teacher Support Director, Mentors, Instructional Coach, Student Behavioral Aide	Principal
<b>PD</b>	Teacher Training: Child development and cultural information that will aid behavior management	October 2012			New Teacher Support Director, Mentors, Instructional Coach, Student Behavioral Aide	Principal
<b>PD</b>	Teacher Training: Creating & Delivering highly interactive and engaging lessons	December 2012			New Teacher Support Director, Mentors, Instructional Coach	Principal
<b>PD</b>	Weekly on-site coaching	August 2010 – June 2013			Staff Development Director, Mentors, Instructional Coach	New Teacher Development Specialist
<b>ES</b>	Daily Evaluation of Implementation	August 2010- June 2013			Principal	Education Director
<b>ES</b>	Weekly Evaluation of Implementation	August 2010 – June 2013			Education Director	CEO
<b>SD</b>	<b>- Differentiated Instruction</b>					

	Differentiated Instruction professional development will be integrated into Data Informed instruction, English Language Acquisition, and Classroom Management Professional Development activities.					
<b>PD</b>	Weekly on-site coaching	August 2010 – June 2013			Mentors, Instructional Coach	New Teacher Development Specialist
<b>ES</b>	Daily Evaluation of Implementation	August 2010- June 2013			Principal	Education Director
<b>ES</b>	Weekly Evaluation of Implementation	August 2010 – June 2013			Education Director	CEO
	<b>- Cultural Competence</b>					
<b>PD</b>	Training: Provide new teachers with orientation as to the cultural demographic of the neighborhood and students they will be teaching	July 2010, July 2011, July 2012			New Teacher Support Specialist, Instructional Coach, Staff Development Director, Mentors, Instructional Consultant, Student Behavioral Aide	Principal

<b>PD</b>	Training: Provide refresher orientation to returning staff on the cultural demographic of the neighborhood and students they are teaching	July 2010, July 2011, July 2012			New Teacher Support Director, Instructional Coach, Staff Development Director, Mentors, Instructional Consultant	Principal
	<b>Cross Curricular Arts (VAPA) Integration</b>					
<b>PD, IP</b>	Professional development activities regarding Cross Curricular Arts (VAPA) Integration are described in the Comprehensive Instruction Reform Strategies Implementation Chart					
	<b>Professional Learning Communities</b>					
<b>PD</b>	Training of Lead Teachers to facilitate each Professional Learning Community	July 2010, July 2011, July 2012			New Staff Support Specialist, Mentors, Instructional Coach, Principal, Education Director, Instructional Consultant	Principal

<b>PD</b>	Training and establishment of group norms and use of protocols	July 2010, July 2011, July 2012			New Teacher Support Director, Mentors, Instructional Coach, Principal, Education Director, Instructional Consultant	Principal
<b>PD, SD</b>	Training Professional Learning Communities in how to converse about data and student work	July 2010, July 2011, July 2012			New Teacher Support Director, Mentors, Instructional Coach, Principal, Education Director, Instructional Consultant, Student Information Specialist	Principal
<b>PD, IP</b>	Training in using Professional Learning Communities to vertically align instructional program across grade levels	August 2010			Staff Development Director, Mentors, Instructional Coach, Principal, Education Director, Instructional Consultant	Principal
<b>IP</b>	Establishment of vertically aligned Professional Learning Communities	August 2010			Staff Development Director, Mentors, Instructional Coach, Principal, Education Director, Instructional Consultant	Principal
<b>PD</b>	Weekly on-site coaching	August 2010 – June 2013			Staff Development Director, Mentors, Instructional Coach	New Teacher Development Specialist

<b>ES</b>	Daily Evaluation of Implementation	August 2010- June 2013			Principal	Education Director
<b>ES</b>	Weekly Evaluation of Implementation	August 2010 – June 2013			Education Director	CEO
	<b>Administration</b>					
<b>TA</b>	Train Administrative Aide	August 2010			Transformation Team	Education Director
<b>ES</b>	- Implement Accountability Continuum processes, supports, evaluation & accountability matrix	August 2010 – June 2013			Transformation Team	Education Director

## SIG Form 10–Implementation Chart for a Tier I or Tier II School

### Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: King-Chavez Arts Academy    Tier: I or II (circle one)						
Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input type="checkbox"/> Transformation						
Total FTE required: _____ LEA _____ School _____ Other						
Required Component Acronym	Services & Activities	Timeline	Projected Costs School      LEA		Resources	Oversight
<b>IP</b>	<b><i>Education Technology Supports</i></b>		<b>\$363,750</b>	<b>\$376,375</b>	<b>Transformation Team Ed-Tech Equipment Professional Development Site Tech Lead SIG Funding</b>	<b>Education Director</b>
<b>TA</b>	Oversight, Coordination, & Professional Development	August 2010- July 2013		\$140,625	Education Technology Director	Education Director

<b>TA</b>	Tech Support of IT Infrastructure	August 2010- July 2013		\$93,750	IT Support Specialist	Education Technology Director
<b>TA</b>	IT & Education Technology Support for implementing major initiatives	August 2010 – July 2013		\$60,000	Interns, Contracted Support	Education Technology Director
<b>TA</b>	Provide support for student benchmarking and information processing	August 2010 – July 2013		\$75,000	Student Information Specialist	Education Technology Director
<b>IP</b>	Purchase Hardware & Software for implementation of Education Technology program.	August 2010 – July 2013	\$341,250		Education Technology Director, Business Manager, SIG Funding	Education Technology Director
	<b>Collaboration Tools</b>					
<b>IP, SD</b>	- Google Apps Setup	August 2010			Ed-Tech Director, IT Support Specialist, School Technology Lead Teacher	Education Technology Director
<b>PD</b>	- Google Apps Initial Training	August 2010			Ed-Tech Director, IT Support Specialist, School Technology Lead Teacher	Education Technology Director

<b>PD</b>	- Google Apps Ongoing Professional Development Events	August 2010-June 2011			Ed-Tech Director, IT Support Specialist, School Technology Lead Teacher	Education Technology Director
<b>TA</b>	- Onsite support for Google Apps	August 2010-June 2011			Ed-Tech Director, IT Support Specialist, School Technology Lead Teacher	Education Technology Director
<b>ES</b>	- Integration with Accountability Continuum processes, supports, evaluation & accountability matrix	August 2010-June 2013			Principal, Ed-Tech Director, Education Director	Principal
	<b>Content Management System</b>					
<b>IP, SD</b>	- Google Sites Setup	July 2010-August 2010			Ed-Tech Director, IT Support Specialist, School Technology Lead Teacher	Education Technology Director
<b>PD, SD, IP</b>	- Google Sites Initial Training	August 2010			Ed-Tech Director, IT Support Specialist, School Technology Lead Teacher	Education Technology Director
<b>PD</b>	- Google Sites Ongoing Professional Development	August 2010-June 2011			Ed-Tech Director, IT Support Specialist, School Technology Lead Teacher	Education Technology Director

<b>TA</b>	- Onsite Support for Google Sites	August 2010-June 2011			Ed-Tech Director, IT Support Specialist, School Technology Lead Teacher	Education Technology Director
<b>IP</b>	- Site based hardware acquisition and installation.	September 2010		\$7,000	Ed-Tech Director, Business Manager	Education Technology Director
<b>ES</b>	- Integration with Accountability Continuum processes, supports, evaluation & accountability matrix	August 2010-June 2013			Principal, Ed-Tech Director, Education Director	Principal
	<b>Data Management</b>					
<b>PD, SD</b>	- DataDirector Initial Training	September 2010			Ed-Tech Director, IT Support Specialist, School Technology Lead Teacher, Student Information Specialist	Education Technology Director
<b>TA</b>	- Onsite support for DataDirector	September 2010-June 2011			Ed-Tech Director, IT Support Specialist, School Technology Lead Teacher, Student Information Specialist	Education Technology Director
<b>SD</b>	- DataDirector Stds. Based Benchmark Assessment Development	August 2010-June 2011			Ed-Tech Director, IT Support Specialist, School Technology Lead Teacher, Student Information Specialist	Education Technology Director & Principal

<b>IP, SD</b>	- Integration of DataDirector with Google Apps framework	August 2011- June 2012			Ed-Tech Director, IT Support Specialist, School Technology Lead Teacher, Student Information Specialist	Education Technology Director
<b>ES</b>	- Integration with Accountability Continuum processes, supports, evaluation & accountability matrix	August 2010- June 2013			Principal, Ed-Tech Director, Education Director	Principal
<b>IP</b>	<b>Instructional Technology</b>					
<b>IP</b>	- Computers for teachers	August 2010	\$22,500		Ed-Tech Director, IT Support Specialist, School Technology Lead Teacher, Business Manager, SIG Funding	Education Technology Director
<b>IP</b>	- Student Responders for Digital Whiteboards	August 2010			Ed-Tech Director, IT Support Specialist, School Technology Lead Teacher, Business Manager, SIG Funding	Education Technology Director
<b>IP</b>	<b>Digital multimedia lab to support VAPA standards based projects</b>	Installed January 2011			Ed-Tech Director, IT Support Specialist, School Technology Lead Teacher, Business Manager, SIG Funding	Education Technology Director

	- Design	August 2010- December 2010			Ed-Tech Director, IT Support Specialist, Principal	Education Technology Director
	- Hardware Purchase	December 2010			Ed-Tech Director, IT Support Specialist, School Technology Lead Teacher, Business Manager, SIG Funding	Education Technology Director
	- Installation	January 2011			Ed-Tech Director, IT Support Specialist, School Technology Lead Teacher, Operations Director	Education Technology Director
<b>PD</b>	- Staff Training	February 2011			Ed-Tech Director, IT Support Specialist, School Technology Lead Teacher,	Education Technology Director
<b>IP</b>	<b>Computer Labs, Technology Learning Center, and Classroom Technology Supports</b>	Installed May 2012				Education Technology Director
	- Design	August 2011- December 2012			Ed-Tech Director, IT Support Specialist, Principal	Education Technology Director

	- Hardware Purchase	January 2012			Ed-Tech Director, IT Support Specialist, School Technology Lead Teacher, Business Manager, SIG Funding	Education Technology Director
	- Installation	February 2012- March 2012			Ed-Tech Director, IT Support Specialist, School Technology Lead Teacher, Operations Director	Education Technology Director
<b>PD</b>	- Staff Training	April 2012			Ed-Tech Director, IT Support Specialist, School Technology Lead Teacher,	Education Technology Director
<b>TA</b>	- Onsite Support for Computer Lab	April 2012- June 2013			Ed-Tech Director, IT Support Specialist, School Technology Lead Teacher	Education Technology Director
	- Student Training	May 2012			Ed-Tech Director, IT Support Specialist, Teaching Staff, Principal	Education Technology Director
<b>ES</b>	- Integration with Accountability Continuum processes, supports, evaluation & accountability matrix	April 2012- June 2013			Principal, Ed-Tech Director, Education Director	Principal

<b>IP</b>	<b>Student Online Curricular Resources</b>					
	- Student Software Setup	March 2012			Ed-Tech Director, IT Support Specialist, School Technology Lead Teacher	Education Technology Director
<b>PD</b>	- Staff Training	April 2012			Ed-Tech Director, IT Support Specialist, School Technology Lead Teacher	Education Technology Director
	- Student Training	May 2012			Ed-Tech Director, IT Support Specialist, Teaching Staff, Principal	Education Technology Director
<b>TA</b>	- Onsite Support	April 2012- June 2013			Ed-Tech Director, IT Support Specialist, School Technology Lead Teacher	Education Technology Director
<b>ES</b>	- Integration with Accountability Continuum processes, supports, evaluation & accountability matrix	April 2012- June 2013			Principal, Ed-Tech Director, Education Director	Principal

## SIG Form 10–Implementation Chart for a Tier I or Tier II School

### Implementation Chart for a Tier I or Tier II School

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School: King-Chavez Arts Academy      Tier: I or II (circle one)						
Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input type="checkbox"/> Transformation						
Total FTE required: _____ LEA _____ School _____ Other						
Required Component Acronym	Services & Activities	Timeline	Projected Costs School      LEA		Resources	Oversight
	<b>Comprehensive Instruction reform Strategies</b>					Education Director
<b>IP</b>	<b>Cross-Curricular Arts (VAPA) Integration</b>		<b>\$560,250</b>			<b>Education Director</b>
<b>TA</b>	Assist in development of VAPA integration training program and internal capacity to implement program	August 2010-June 2013	\$112,500		External Provider	Education Director

<b>IP</b>	Artists to work with students on VAPA aligned projects	August 2010-June 2013	\$180,000		Artist In Residence	Principal
<b>PD, IP</b>	Curriculum Implementation Training will involve helping teachers make connections with VAPA standards in lessons	September 2010, July 2011, July 2012			Staff Development Director, Instructional Consultant	Principal
<b>PD, IP</b>	Training on using digital media in the classroom for presentations and projects	August 2011			Education Technology Director	Principal
<b>PD, IP</b>	Training on project-based learning that enables teachers to deliver core curriculum content through Arts-based projects	October 2011			Staff Development Director, Instructional Consultant	Principal
<b>IP, PD</b>	Needs Assessment Survey will drive further, more sophisticated Arts integration professional development training	August 2011-June 2013			Staff Development Director, Instructional Consultant, Education Technology Director	Principal
<b>IP, FCE</b>	Work with community agencies to develop and engage in curricula aligned & standards reinforcing field trips	August 2010-June 2013	\$84,000		Community Advocacy Liaison Principal Teachers	Principal

<b>PD</b>	Weekly on-site coaching	August 2010 – June 2013			Staff Development Director, Mentors, Instructional Coach	New Teacher Development Specialist
<b>ES</b>	Daily Evaluation of Implementation	August 2010- June 2013			Principal	Education Director
<b>ES</b>	Weekly Evaluation of Implementation	August 2010 – June 2013			Education Director	CEO
<b>IP</b>	Purchase Musical Instruments	August 2011	\$52,500		Business Manager, Artist In Residence	Principal
<b>IP</b>	Purchase & installation of theater infrastructure.	August 2011	\$52,500		Business Manager, Artist In Residence	Principal
<b>IP</b>	Purchase visual arts equipment.	August 2011	\$35,000		Business Manager, Artist In Residence	Principal
<b>IP</b>	Purchase classroom arts supplies	August 2011	\$43,750		Business Manager, Artist In Residence	Principal

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School: King-Chavez Arts Academy      Tier: I or II (circle one)						
Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input type="checkbox"/> Transformation						
Total FTE required: _____ LEA _____ School _____ Other						
Required Component Acronym	Services & Activities	Timeline	Projected Costs School      LEA		Resources	Oversight
<b>ILT</b>	<b>Increasing Learning Time</b>		<b>\$267,937.5</b>			<b>Education Director</b>
<b>ILT</b>	<b>Extended Day</b>					
	- Design and Prepare	August 2010			Transformation Team	Principal
	- Establish Target Student Benchmarks	September 2010			Transformation Team, Principal, Teachers	Principal
	- Select Staff	August 2010			Transformation Team Staff Evaluations	Principal

	- Coordinate With General Education Program	August 2010- June 2013			Transformation Team Intervention Coordinator	Principal
	- Implement Program	August 2010- June 2013	\$173,437.5		Transformation Team Staff Benchmark Data Instructional Materials, SIG Funding	Principal
<b>ES</b>	- Integration with Accountability Continuum processes, supports, evaluation & accountability matrix	August 2010- June 2013			Transformation Team, Accountability Matrix, Professional Development	Principal
<b>ILT</b>	Saturday School					
	- Design and Prepare	August 2010- September 2010			Transformation Team	Principal
	- Establish Target Student Benchmarks	September 2010			Transformation Team, Principal, Teachers	Principal
	- Select Staff	September 2010			Transformation Team Staff Evaluations	Principal
	- Coordinate With General Education Program	August 2010- June 2013			Transformation Team Intervention Coordinator	Principal

	- Implement Program	September 2010	\$57,000		Transformation Team Staff Benchmark Data Instructional Materials, SIG Funding	Principal
<b>ES</b>	- Integration with Accountability Continuum processes, supports, evaluation & accountability matrix	September 2010-June 2013			Transformation Team, Accountability Matrix, Professional Development	Principal
<b>ILT</b>	Summer School					
	- Design and Prepare	August 2010-June 2011			Transformation Team	Principal
	- Establish Target Student Benchmarks	June 2011			Transformation Team, Principal, Teachers	Principal
	- Select Staff	April 2011			Transformation Team Staff Evaluations	Principal
	- Coordinate With General Education Program	August 2010-June 2013			Transformation Team Intervention Coordinator	Principal
	- Implement Program	June 2011-August 2012	\$37,500		Transformation Team Staff Benchmark Data Instructional Materials, SIG Funding	Principal

<b>ES</b>	- Integration with Accountability Continuum processes, supports, evaluation & accountability matrix	June 2011-August 2012			Transformation Team, Accountability Matrix, Professional Development	Principal
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School: King-Chavez Arts Academy      Tier: I or II (circle one)						
Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input type="checkbox"/> Transformation						
Total FTE required: _____ LEA _____ School _____ Other						
Required Component Acronym	Services & Activities	Timeline	Projected Costs School      LEA		Resources	Oversight
<b>FCE</b>	<b>Community Oriented Schools</b>			<b>\$73,912.5</b>		<b>Education Director</b>
<b>FCE</b>	Strengthen existing and create new community & family connections.	August 2010- June 2013		\$70,312.5	Community Advocacy Liaison	CEO
<b>FCE</b>	Assist Community Advocacy Liaison in coordinating with community organizations.	August 2010 – June 2013		\$3,600	Americorps Assistant	Community Advocacy Liaison
	<b>Parent Empowerment</b>					

<b>FCE</b>	Parenting Advocacy Classes	August 2010- June 2013			Partnership with Parent Institute for Quality Education	Community Advocacy Liaison
<b>FCE</b>	English Language Classes for Adults	August 2010- June 2013			CBET English Language Program Funding	Community Advocacy Liaison
<b>FCE</b>	Computer Tutoring For Parents & Community	August 2010- June 2013			Community College	Community Advocacy Liaison
<b>FCE</b>	Parent & Community GED Classes	August 2010- June 2013			Community College	Community Advocacy Liaison
<b>FCE</b>	Coordination with Community Partners	August 2010- June 2013			AmeriCorps Assistant	Community Advocacy Liaison
<b>FCE</b>	Work with teachers and parent organizations to increase opportunities for parental involvement at school site.	August 2010 – June 2013			Principal, Teaching Staff, ELAC Committee, PTO, Community Advocacy Liaison	CEO
	<b>Community Partnerships</b>					

<b>FCE</b>	Facilitate and participate in community planning and organizing around quality education	August 2010 – June 2013			Partnership with Neighborhoods First	Community Advocacy Liaison
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